DOCUMENT RESUME

ED 141 609 08 CE 011 812

AUTHOR Hansen, Lorraine Sundal
TITLE An Examination of the Definitions and Concepts of Career Education.
INSTITUTION National Advisory Council for Career Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
PUB DATE Jun 77
NOTE 110p.
AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01738-5)

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS *Career Education; *Concept Formation; Conceptual Schemes; *Definitions; Educational Objectives; *Educational Theories; *Educational Trends; Fundamental Concepts; Generalization; Models; Occupational Guidance; *Policy Formation; Social Factors; Trend Analysis; Vocational Development

ABSTRACT

Prepared for the National Advisory Council for Career Education, this paper examines the definitions and concepts which have evolved in the career education movement. (Approaches to the task included a search through the ERIC centers for a pool of definitions of career education, review of major works that have attempted to define the concepts of career education, review of selected State plans, and identification of the commonalities and uniquenesses in different concepts and definitions.) Part 1, Overview of Major Definitions and Concepts of Career Education, contains the following topics: Definitional and conceptual problems, Federal and non-Federal conceptualizations, agency concepts, professional associations, and State plans. Part 2, Toward an Expanded Concept of Career Education, contains the following topics: Major criticisms of concepts, a career development theme, an expanded concept of career education, contributions of vocational and counseling psychology, Dewey's contribution to an evolving concept of career education, career development theory's contribution to an evolving concept, societal trends and career education, principles of an expanded concept, and expanded definitions. References and a supplementary bibliography are included. (TA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED141609

AN EXAMINATION OF THE DEFINITIONS AND CONCEPTS OF CAREER EDUCATION

Prepared for the
National Advisory Council for Career Education

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

Dr. Lorraine Sundal Hansen
Professor
Department of Psychoeducational Studies
College of Education
University of Minnesota
Minneapolis, Minnesota

/Assisted by Ms. Charlene Follett/

CE 011 812

This report is published under provisions of Public Law 93-380, Section 406 of the Education Amendments of 1974.

The opinions expressed in this report do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

National Advisory Council for Career Education, June 1977

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

Stock No. 017-080-01738-5

PREFACE

A considerable portion of each agenda of the National Advisory Council for Career Education is devoted to assessing the various means by which the identifiable knowledge gaps in career education can be closed. The result has been the commissioning of two series of papers on a wide variety of topics. Several of the papers from the first series were published in 1976, e.g., those dealing with the emerging history and the efficacy of career education.

A second series of papers were commissioned in 1976, again, on a broad number of career education concerns. The document in your hands is one of those submitted to the Council in either late 1976 and early 1977.

At the April 6, 1977 meeting of the Council, a substantial amount of time was spent discussing these papers. A motion was passed unaminously to reflect the position to which the Council strongly adheres, namely, that it is healthy to have different points of view on career education and that the promotion of these differing views is a very positive step in the life of career education. We sincerely believe that the dissemination of these papers is, indeed, a very salutary action in the furtherance of the career education debate.

This does not and should not imply that the National Advisory Council for Career Education accepts and endorses all the concepts, ideas, suggestions and recommendations in the papers we are now disseminating. We disagree with opinions expressed in several of these papers. This document, rather, reflects the realization that the Council has identified certain goals and issues and that we wish to make available for reading, and, to be sure, thought-provoking discussion, this set of commissioned papers which directly explore these goals and issues.

Our intent, as we have indicated, has been to close some of the existing knowledge and philosophical gaps in the field. We trust this document will contribute toward that end.

George F. Meyer, Jr.
Chairperson

May 20, 1977

Table of Contents

PART I: OVERVIEW OF MAJOR DEFINITIONS AND CONCEPTS OF CAREER EDUCATION

Introduction 1

Definitional and Conceptual Problems

- The Need for Concepts and Definitions 3
- The Uses of Concepts and Definitions 4
- Sources of Definitions and Concepts: Pre-1971 6
- Sources of Definitions and Concepts: Post-1971 8

Federal Conceptualizations

- Four Federal Models 9
  - Home-Based Career Education (HBCE) 10
  - Rural-Residential Career Education (RRCE) 10
  - Comprehensive Career Education Model (CCEM) 10
  - Experience-Based Career Education (EBCE) 13
- Three Federal Definitions 15
  - Office of Career Education (OCE) 15
  - National Institute of Education (NIE) 17
  - Bureau of Occupational and Adult Education (BOAE) 19
    - Cluster Concept 20

Non-Federal Conceptualizations

- Four-Stage Spectrum of Philosophies 23
- Job Skills as a Focus for Career Education 23
- Work as a Focus for Career Education 23
  - Marland's Unofficial Perspective 24
  - Hoyt's Unofficial Perspective 25
- Self-Development as a Focus for Career Education 29
  - Herr 29
  - Bailey and Stadt 30
  - Tennyson, Hansen, Klaurens, Antholz 30
- Life as a Focus for Career Education 32
  - Goldhammer 32
  - Gysbers and Moore 32
- Major Critique of Non-Federal Conceptualizations 34

Agency Concepts

- Ohio Center for Vocational Technical Education (OCVTE) 36
- American Institutes for Research (AIR) 37
- Educational Testing Service (ETS) 39
- College Entrance Examination Board (CEEB) 39
- American College Testing Service (ACT) 41
- Northern Illinois University ERIC Clearinghouse in Career Education (NIU-ERIC/CICE) 41
- ERIC Counseling and Personnel Services Center (CAPS) 42

Professional Associations

National Advisory Council on Vocational Education (NACVE) 42
American Vocational Association (AVA) 44
American Personnel and Guidance Association (APGA) 44
National Vocational Guidance Association (NVGA) 45
American School Counselor Association (ASCA) and Association for Counselor Education and Supervision (ACES) 46 46
Council of Chief State School Officers (CCSSO) 47

State Plans

Career Development, Counseling and Placement Project 49
Sample Definitions 49
  Minnesota 49
  New Jersey 50
  Texas 50
  North Carolina 50
  Nebraska 51
  Florida 51

PART II: TOWARD AN EXPANDED CONCEPT OF CAREER EDUCATION

Commonalities and Uniquenesses in Concepts and Definitions 1

Major Criticisms of Concepts

Expanding Vocational Education 9
Career Education in Higher Education 9
Resistance of Teacher Education 10
Employment for All 11
Work Ethics 12
Ethnic Minorities 12
Fears of Labor 13
Career Development of Women 14
Career Education Atheoretical 14
A Career Development Theme 17
An Expanded Concept of Career Education 18
Contributions of Vocational and Counseling Psychology 21

Dewey's Contribution to an Evolving Concept of Career Education

Linking Academic and Vocational 23
Experience and Inquiry 24
Continuity and Interaction 26
Preparation for the Future 27

Career Development Theory's Contribution to an Evolving Concept

Contributions of Super 28
Contributions of Tiedeman 30
Major Principles of Career Development 30

Societal Trends and Career Education

Career Education and Futurism 32
Choice Dilemmas 33
Sex-Role Stereotyping 34

Principles of an Expanded Concept 35

Expanded Definitions

Career Development 39
Career Education 39
Career Guidance 39

References

Supplementary Bibliography

PART I: OVERVIEW OF MAJOR DEFINITIONS AND CONCEPTS OF CAREER EDUCATION

Introduction

When the National Advisory Council for Career Education invited the author to write a concept paper including a comprehensive definition of career education, the task seemed to be almost redundant. In realizing career education has moved from a position of no definition when former Commissioner of Education Sidney Marland first used the term in Houston in 1971 (in a speech to the National Association of Secondary School Principals) to literally hundreds of definitions by conceptualizers, federal agencies, state coordinators, professional associations, and educational leaders and to a formal definition written by Kenneth B. Hoyt, Director of the Office of Career Education, and adopted by the U.S. Office of Education, one clearly finds support for the argument of redundancy.

Nonetheless, the U.S. Office of Education and the National Advisory Council for Career Education have agreed that career education is an evolving concept and that an expanded concept is still needed to provide a base for further legislation, research, training, development, and implementation across the nation. As Super (1976) has pointed out, greater consensus is also needed on concepts and definitions to avoid the confusion that currently exists in the field. It was the author's task to examine the definitions and concepts which have evolved in the career education movement and to create a new concept paper, including definitions, for consideration by the National Advisory Council for Career Education. The task was approached in the following ways:

1) Conducting a search through the ERIC Centers for a pool of definitions of career education.
2) Reviewing major works which have attempted to define the concepts of career education.

3) Reviewing selected state plans for sample definitions of career education.

4) Identifying the commonalities and uniquenesses in different concepts and definitions.

5) Identifying, insofar as possible, the method or methods through which the definitions were arrived at.

6) Writing a narrative based on the above and a comprehensive definition for consideration by the National Advisory Council for Career Education.

All of the tasks have been carried out in achieving number six, which is the bulk of this paper. Task number five was almost impossible to carry out, as most writers did not describe the methods through which the definitions were arrived at.

Several individuals cooperated in providing resources and sharing materials or insights for this study, not all of whom can be named here. However, the author is especially indebted to Lois-ellin Datta, National Institute of Education; William Pierce, Bureau of Adult and Occupational Education; Robert Bhaerman and Thelma Daley, National Advisory Council for Career Education; Norman Gysbers, University of Missouri; Edwin Herr, Pennsylvania State University; David Tiedeman, Northern Illinois University; and Jo Ann Harris-Bowlsbey, Western Maryland College. Special appreciation must be expressed to Charlene Follett, University of Minnesota, who ably served as research assistant on the project. While many people contributed to the resource pool for this study, the author assumes full responsibility for the ideas expressed herein.

Definitional and Conceptual Problems

The Need for Concepts and Definitions

The need for pulling together a comprehensive definition of career education is heightened by the lack of agreement in the expansive career education literature on what it really is. There is, of course, no assurance that the definition proposed here will be any more acceptable to the various interested publics, but the aim is to provide an expanded concept which draws from the best knowledge base available, particularly in educational theory, vocational psychology, and career development theory. This concept hopefully can be a viable concept for theoreticians and practitioners in all sectors.

A concept has been defined as a mental image of a thing formed by generalization from particulars or an idea of what a thing in general should be. The mental image which many hold of career education varies from a very narrow concept of preparation for paid employment to a very broad concept of preparation for life. Defining the parameters of the concept which will reflect apparent areas of agreement and disagreement is one of the goals of this paper. The narrowness versus the breadth of the concept has been one of the aspects of career education which has determined its acceptability to various publics.

A definition is an explanation or formulation of the meaning or meanings of a word; marking the limits or boundaries. It is also a precise statement of the essential nature of a thing. Whether there can be agreement on what the limits or boundaries of career education are and of what its "essential nature is," is still a question for debate. There are those who believe it should not be defined, or if defined, then the task should be handled primarily by those implementing programs. This question of who are the definers as well as the users of definitions will be discussed later.

One of the revelations of this survey is that while many helpful definitions of career education have been generated and used to this time, there are limitations and polarizations in the definitions which need to be attended to if career education is going to continue to be a viable movement in education and not just the passing educational fad of the 70s. Because development activity in career education programs already has plateaued in some areas, it is imperative that a more universal definition be created which can stimulate further acceptance, interest, development, evaluation, and research.

The first section of this paper presents and analyzes major concepts of career education and the need for and uses of definitions and concepts. It briefly describes the sources of the definitions, including those emanating from official federal documents, theorists and conceptualizers, private agencies, professional associations, and state plans. It discusses and analyzes the definitions and concepts, pointing out their major focus, scope, strengths, limitations, and contributions. The second section presents a proposed rationale for an expanded concept of career education with recommendations for twelve basic principles to undergird such a concept.

The Uses of Concepts and Definitions

The present analysis of career education concepts and definitions suggests that they have served five major uses as a basis for 1) legislation; 2) funding programs and projects; 3) program development and implementation; 4) inquiry and research; and 5) influencing educational change and reform in a. curriculum, b. teacher education, c. vocational education, d. counseling and guidance, and e. education-work-community linkages. As the various concepts are discussed, ways in which they have been and are being used also will be presented.

A paper which has carefully examined career definitions from the fields of labor economics, industrial sociology and anthropology, personality and social psychology, industrial psychology, counseling psychology, school counseling, and career education was written by Super (1976). In analyzing the uses of key terms related to work and career, he urges clarification and standardization of terms related to work and career in order to achieve true intellectual communication, to avoid babel, to provide an adequate base for curriculum specialists to conceptualize their work, and to assure the enduring contribution of career education to education. Super's essay is essentially a comparison of these terms as used by different behavioral scientists and educators. While a detailed review of these terms is beyond the scope of this paper (and would be redundant), the document is significant to defining the concept of career education. It attends to the words "work" and "play," to how work is organized, and to the structure of the work place. To illustrate the lack of semantic agreement, he points out that of 35 of his sources, four see work primarily as productive employment, 14 as social role, three as synonymous with a job; 11 use but do not define work, and three do not use the term. Play is generally not a term used in the work and career literature.

Included among the key constructs and terms in his suggested "Career Development Glossary for Career Education" are work, labor, play, leisure, employment, task, position, role, job, occupation, vocation, avocation, career, and organization and industry. Writing from a framework of vocational psychology and career development theory and research, Super sees these psychological constructs about the lifelong process of making and implementing vocational decisions as central to career education.

In focusing more specifically on career education literature, Super notes that several existing definitions have not been appropriately comprehensive or dealt sufficiently with the constructs of work and career. He includes in this list the American Institutes for Research volume on curriculum (Dunn et al., 1973), the Handbook for the Evaluation of Career Education Program (Development Associates, 1974), and the Policy Studies in Education Taxonomy and Profiles of Career Education (Brickell et al., 1974). One of the major problems with many of the definitions is that career and occupation are used interchangeably or that career is not defined at all. Super points out that the focus in many definitions is on career as occupation and on work as a way of life.

Sources of Definitions and Concepts: Pre-1971

In examining definitions, it is important to recognize that a lot of work related to what was in 1971 labelled career education by Marland was under development in the early and mid-sixties and even before. The suggestion was made as early as 1969 (Herr, 1969) that career development theory and knowledge should provide a unifying base for curriculum reorganization. While such knowledge has been utilized by a few people, it does not appear to have had much impact on the more formal federal conceptualizations of career education. Herr (1972) in his career education review and synthesis, while pointing out that career education has its roots in both vocational education and vocational guidance, gives relatively little attention to the latter. He does acknowledge the contribution of career development theories but omits important vocational guidance efforts of the 1960s. It is interesting that in his emerging history of career education, Herr (1976) focuses primarily on those events and definitions which originated from federally-related activities, again heavily stressing those of vocational education. In fact, he dismisses some of the pre-1971 vocational guidance activity with the statement:

> Various research developmental approaches had been underway throughout the 1960s and early 1970s to describe, analyze and provide career guidance. Some of these involved computer-based programs. Others used multimedia efforts. On balance, they provided conceptual frameworks for viewing career guidance as involving specific goals and objectives, a variety of processes and resources tailored to meet specific objectives and evaluative techniques to determine the effectiveness of the approaches used. Such perspectives also began to elevate the developmental as compared with the remedial potential of career guidance to support broader educational goals of self-understanding, career awareness and decision-making (p. 51-52).

In looking at the evolving concept of career education, it is important to recognize immediate antecedents from several disciplines, partly because they influence potential directions. A part of career education development which has been documented but not well-publicized was the numerous joint efforts of vocational educators and vocational guidance specialists to come together in the 1960s to define problems related to career, particularly developmental approaches through curriculum. Hansen (1967, 1970) and Hoyt (Herr, 1974) reported on these theoretical-conceptual efforts and practical experiences, and conference proceedings were published (McDaniels, 1966; Gysbers and Joslin, 1967; Odgers, 1968; NVGA, 1966; College Entrance Examination Board, 1967). These were significant in that they were among the initial mutual attempts of the American Vocational Association, the National Vocational Guidance Association, and the American Personnel and Guidance Association to define sequential approaches to career development through curriculum.

It is strange to read the history of the foundations of career education and find the contributions of vocational guidance given very little coverage. After establishing a Commission on Career Development through Curriculum in the early 60s, the National Vocational Guidance Association, together with the ERIC Counseling and Personnel Services Center (CAPS) at the University of Michigan, followed up on the earlier conference activity by commissioning in 1967 a national survey of practices and programs of "career development through curriculum" in existence at that time, along with education-work linkages, computer-assisted vocational guidance efforts, and teacher education programs (Hansen, 1970). Though the results were sparse, the document reported beginning efforts by counselors, teachers, vocational educators, and business and industry to integrate career-related activities into curriculum via the regular K-12 school program. One of the observations one must make is that although career education clearly has major roots in vocational education and vocational guidance, the history of the movement has been written largely from a vocational education perspective. Perhaps this is one of the reasons that career education as a concept continues to be perceived, despite denials, as synonymous with vocational education. It appears that a concept of career education which includes a vocational guidance historical perspective is yet to be written.

Sources of Definitions and Concepts: Post-1971

Although Sidney Marland, the U.S. Commissioner of Education, chose not to define the concept of career education, multiple definitions have arisen from a variety of sources since 1971 when he implied enough of a definition that it was clear that it involved: 1) restructuring the curriculum, 2) a marketable skill for everyone, 3) 100 per cent placement in education or work and 4) all students, parents, and community. A discussion of several of these major definitions follows.

Federal Conceptualizations

In 1974 Congress briefly defined career education in Section 406 of Public Law 93-380 with the statement that state and local plans should be designed to "insure that every child has the opportunity to gain the knowledge and skills necessary for gainful or maximum employment and for full participation in our society according to his or her ability" (p. 68). The law provided for creation of the Office of Career Education (OCE) and the National Advisory Council for Career Education. It proposed promotion of a national career education dialogue to encourage state and local educational agencies to adopt approaches best suited to the needs of the children served. It also encouraged testing of various theories, concepts, and approaches and assessment of race and sex-role stereotyping.

While P.L. 93-380 did not provide a fully developed concept or definition of career education, it did suggest guidelines for gradual development of concepts and programs with an economic and employment orientation. Regarding the concept, Senate conferees on the Bill stated that Section 406 seeks

> ...the further development, articulation, and clarification of such concepts and definitions as may exist and to gain some consensus and acceptance in the field of such concepts, definitions or alternatives as may further the purposes of this section in preparing all children and youth for full participation in the society in which they are to live and work (Committee on Labor and Public Welfare, pp. 74-76).

Although the formal legislative authorization for career education did not occur until 1974, several models were being conceptualized to meet the needs of different levels and populations.

Four Federal Models

Four USOE-developed models represent operational definitions of the original career education concept and provide the initial research and development core at the federal level. They are Model I: School-Based Comprehensive Career Education Model (CCEM); Model II: Employer-Based Career Education (EBCE)--Now Experience-Based ; Model III: Home-Based Career Education; and Model IV: Rural-Residential Career Education (Datta and Rieder, 1973). Models I and II will be presented in some detail while Models III and IV will be only briefly described.

The Home-Based Career Education Model, conducted by the Educational Development Center (EDC) in Providence, Rhode Island, is directed toward adults who are not employed or in school. The model is designed to inform individuals (most of whom are women) about work and training opportunities in the community and to use mass communication media to reach and assess the career interests of certain home-based populations (Datta and Rieder, 1973). EDC has developed an extensive bibliography and set of materials on such topics as establishing career resource centers, training career counselors, women and work, labor market and trends data, evaluating programs, and the like.

Model IV is under development in Montana by the Mountain Plains Education and Economic Development Program, Inc. Focus of the rural-residential project is on multi-problem and chronically underemployed rural families. The project attempts to deal with the total family and influence all significant aspects of the family. Major goal is to use career counseling and guidance, training, remedial education, and family development and homemaking skills to make the family economically viable (Datta and Rieder, 1973).

The four models, combined with the evolving definitions of career education developed by the Office of Career Education, the National Institute of Education, and the Bureau of Occupational and Adult Education, provide the core of the federal career education concept from 1971-1975. Models I and II and the definitions of OCE, NIE, and BOAE, discussed below, illustrate the forms the concept was taking.

CCEM. Considerable controversy was generated around the Comprehensive Career Education Model (CCEM) which is no longer in existence except for curriculum materials being field tested by the American Institutes for Research. The first major programmatic attempt to implement the USOE career education concept and a powerful influence on program design and decision making, CCEM tried to effect an extensive curriculum reorganization for grades K-12. It promoted a sequential program of career awareness in grades K-6, career exploration in 7-9, and career preparation in grades 10-12.

In the CCEM model, basic subjects were structured around career opportunities and requirements in the work world. Fifteen occupational clusters identified by USOE formed the basis of the curriculum reorganization effort. These clusters consist of occupations in business and office, marketing and distribution, communications and media, construction, manufacturing, transportation, agribusiness and natural resources, marine science, environmental control, public services, health, hospitality and recreation, personal services, fine arts and humanities, and consumer and home-making related occupations.

In elementary school students learned about the wide range of jobs and roles and requirements for them. In junior high, students explored specific clusters of occupations through field trips, hands on experiences, and classroom instruction. In senior high they selected an occupational area for further specialization and had three options: intensive job preparation for job entry; preparation for postsecondary occupational education, or preparation for four-year college. Every student was to leave the system with at least entry-level job skills and with basic academic skills to enter further education. Students also were expected to learn about the personal, social, psychological, and economic significance of work.

Counseling and guidance were seen as essential activities to assist the student "in developing self-awareness and in matching his interests and abilities against potential careers." Placement into an entry-level job or further education was guaranteed for every student (Hardwick, 1971, p. 3).

Housed at the Ohio State Center for Vocational-Technical Education and disseminated in six capstone schools (Pontiac, Michigan; Mesa, Arizona; Atlanta, Georgia; Hackensack, New Jersey; Los Angeles, California; and Jefferson County, Colorado), the CCEM developed eight key elements and 1500 developmental program goal statements to become the basis for learning activities and program implementation.

Critique. Severe criticisms of CCEM came from a number of sectors (Super, 1973; La Duca and Barnett, 1974; Caldwell and Caldwell, 1973). Major criticisms were of what was perceived to be an essentially authoritarian social philosophy undergirding the model and of its theoretical flaws. La Duca and Barnett point out that the CCEM staff intended to reform all of curriculum without seriously examining the complexity and magnitude of the task and without drawing on the experience of previous curriculum reform. The reorganization of curriculum around the 15 USOE clusters did not have input from or support of those who define curriculum and instructional design in the schools --the curriculum specialists and their professional associations. Nor did the proposed system take into account the many other systems in which occupations have been classified and clustered to make them meaningful to students over the years (e.g., the Dictionary of Occupational Titles, Anne Roe's Classification, the computer-assisted vocational guidance clusters, Project Talent clusters, etc.). The need for multiple ways to cluster the world of work to make it functional and accessible to individuals was ignored.

There also has been criticism of the theoretical base of CCEM, or lack thereof. Although the architects of the model saw it as a fusing of educational theory, a panel of scholars evaluating the model charged that such a theoretical framework was not apparent. LaDuca and Barnett state, "If CCEM gives short shrift to contemporary educational practice, it does violence to career development theory" (p. 9). They, along with Super, saw the CCEM model as squarely in conflict with knowledge of adolescent vocational interests and choice making, particularly that part of the model which suggests that all adolescents will have narrowed to one occupational cluster by grade 10. An assumption of the model appeared to be that choices made in the tenth grade were choices for life, without taking into account the exit, re-training, re-entry cycling of life-span career development. Also under fire was an assumption that a job would be available for every "career education alumnus."

The manpower view of fitting people into the labor force was seen as another limitation of CCEM. In creating workers who are adjusted to and satisfied with their roles and contributing to manpower supply and demand, the essential purpose of schooling becomes "not the highest development of human potential, but creation of submissive workers with marketable skills" (LaDuca and Barnett, 1974, p. 11).

Two conferences held to evaluate CCEM consisted of scholars asked to assess the quality of program goals and of user groups to assess the acceptability of the program goals. Interestingly, the users consistently reacted favorably to the goals, although they had not actually been involved in using them; the scholars, on the other hand, reported unanimous dissatisfaction with the goals and shock at the failure to make good use of the research base available. Other criticisms centered on the overuse and misuse of behavioral objectives and lack of attention to the affective domain. The Caldwells (1973) analyzed the objectives and found them heavily weighted toward the economic role.

EBCE. The Experience-Based Career Education (EBCE) model, originally the employer-based model developed by USOE and now under the aegis of NIE, is finding considerable acceptance, expansion, and positive evaluation.

Pilot models are now being developed and tested in four sites: Appalachian Educational Laboratory, Far West Laboratory for Educational Research and Development, the Northwest Regional Educational Laboratory, and Research for Better Schools. EBCE is essentially a community and experience-based program for high school students, providing a comprehensive curriculum largely outside of the school walls. Major elements include an emphasis on student involvement in community sites as principal bases for learning experiences; integration of teacher and counselor role and sharing these roles with other adults in the community; individualized instruction based on needs assessment; a basic skills component; a life skills component; a career development component; and a system of accountability (Hagans, 1976).

A learning coordinator and a community resource person help guide the student's learning along with teachers and counselors. There is a blending of cognitive, affective, and interpersonal relationship skills with career development skills and increased involvement of students with adults. Early formative evaluation of EBCE has indicated 1) strong community support from both parents and resource persons and organizations, 2) students are not hurt academically by participation in the program, and 3) significant improvement in student attitudes toward the school environment. Most graduates of EBCE (85%) indicated that EBCE had a positive effect on preparation for further education and job (Bucknam, 1976).

Critique. This jointly funded NIE-USOE operational program represents one part of the career education concept on which forward movement has occurred and continues. There is a linkage with educational theory, as Owens et al. (1974) have so aptly described, and the program appears to be an excellent example of bridging the gap between education and work. The demonstrated value of exploratory work experiences is being reinforced by the EBCE project, and the effective use of community resources is suggested by the continuing support of those individuals and organizations involved. Students appear to be most positive about the integrative experiences EBCE provides and support expansion of the program. While EBCE has experienced considerable success, it should be remembered that it is only one strategy (work experience) reaching a particular population (high school students) and is not in itself a comprehensive model of career education. NIE is pleased with the EBCE as one of the best thought-out examples of program development, field-testing, and dissemination (Datta, 1976, Personal Communication).

Three Federal Definitions

OCE. Current career education has its major program arm in the Office of Career Education (OCE) of USOE where conceptualization, technical assistance, and implementation activities have been in progress since 1971 (Herr, 1976). One of the most influential definers of career education has been Kenneth B. Hoyt, Director of the Office of Career Education. Although initial USOE activities were centered in the Bureau of Adult, Vocational, and Technical Education, after the creation of the Office of Career Education under the Education Amendments of 1974, Hoyt, a University of Maryland counselor educator who had been an ardent advocate of increased vocational guidance since the mid-sixties, became the foremost official spokesperson for the concept. A draft definition of career education was circulated to participants in 20 OCE-sponsored mini-conferences during 1974, and Hoyt reported a high consensus on this definition which urged that work, defined as paid and unpaid, be the basis for career education. In 1975, the definition was adopted as the official position of the USOE in a widely circulated paper, An Introduction to Career Education (USOE, 1974).

Hoyt's definition essentially is one based on work, defined as "a conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself or others" (USOE, p. 5). It emphasizes as one major goal of education that of preparation for work.

> Career is the totality of work one does in his or her lifetime. Education is the totality of experiences through which one learns. Career education thus becomes the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living (p. 6).

Hoyt identifies ten basic concept assumptions of career education. These include: 1) career education spans the life cycle; 2) productivity; 3) inclusion of students, volunteers, full-time homemakers, and leisure time activities; 4) several work ethics; 5) career and education as developmental; 6) career education for all; 7) societal objectives to help all individuals a) want to work, b) acquire the skills necessary for work, and c) engage in work satisfying to the individual and beneficial to society; 8) individualistic goals to make work a) possible, b) meaningful, and c) satisfying for each individual throughout life; 9) protection of individual freedom to choose and obtain help in making career decisions; and 10) implementation through expertise found in all sectors of society (pp. 7-8). The concept paper also identifies 25 programmatic assumptions which have implications for the way in which career education is defined operationally. It further explicates tasks essential for classroom teachers, business-industry-labor community, counseling and guidance personnel, home and family, and administrators and school boards. Hoyt delineates nine learner outcomes which will not be repeated here. Summaries of this definition and earlier ones formed a basis for legislation, program development, and funding activities out of USOE. While this definition has served as the basis for program funding and for legislation, earlier definitions by Hoyt and associates were published privately from 1972 on. These will be discussed in the next section.

Critique. Although the official USOE definition is very logically and clearly spelled out, including the developmental nature of work over the life span and eleven conditions calling for reform, its major limitations are that it 1) puts too much emphasis on work and the economic role; 2) while it says unpaid work, the emphasis is really on paid employment; 3) it pushes the traditional work ethic; 4) it does not recognize part-time homemakers (men and women); and 5) it is atheoretical. Herr and Cramer (1975) provide an excellent analysis of literature responding to the conditions for reform and suggest ways in which career education can contribute to the resolution of each condition. Super (1976), in his analysis of career education and the meanings of work, chronicles the many definitions and points out the lack of completeness and consistency in definitions. He also is critical of the neglect of career development theory in many of the official definitions. Another criticism is that although Hoyt found a high degree of agreement on his definition, the highly selective nature of the participants in the 1974 mini-conferences precludes its being a representative sample. Many teacher educators and academic educators in particular have been reluctant to accept the work-based economic definition of career education. There is no doubt that Hoyt's 1974 definition broadened significantly over earlier ones, but when operationalized, it still has a heavy economic, productivity-oriented form.

2. NIE. When the National Institute of Education (NIE) was created, it needed a framework for its research and development in the domains of education and work. Under the leadership of Corinne Rieder, a Forward Plan (NIE, 1973) was drafted which provided a basis for improving career education. Through research, program development, and dissemination, NIE complements the work of USOE,

emphasizing the goals for career education as 1) to improve understanding of the relationship between education and work, 2) to improve access to careers, 3) to improve progression in careers, and 4) to improve career satisfaction (Herr, 1976). Datta and Rieder point out that the Institute's definition of career education is "the development of knowledge and of special and general abilities to help individuals and groups obtain, hold, and advance in a job or a series of jobs constituting a career" (1973, p. 7). Interaction with the economic sector is defined as the prime framework within which an educational delivery system can be assessed (NIE, 1973).

NIE has been especially concerned about the tendency in education to advance programs of career education without adequate testing, analysis, and research. Datta and Rieder stress that their conceptual framework relating education to long-range outcomes of redistribution of economic and psychological rewards of work is only an initial hypothesis to be precisely defined and tested. They look at aggregate employment factors and structural factors and suggest that to ameliorate those problems associated with career entry and progression, provision must be made for 1) information (about careers and labor market); 2) specific and general skills; 3) rewards for career development and recurrent education; and 4) matching and placement systems which relate individual interests and local or regional employment resources and opportunities (p. 8).

Critique. The NIE Program Plan clearly focuses on paid work and the economic sector and does not include play and leisure, though career as a lifelong sequence of positions and occupations is acknowledged. More recently NIE has sought to fund proposals in the area of career decision-making and influences on and determinants of occupational choice. It is also paying special attention to occupational and sex-role stereotyping (NIE, 1976).

Heavy emphasis in the NIE definition has been put on the economic role as well as on career needs of two major groups: Youth, and adults in mid-career, particularly women and minorities. Projects funded through NIE were expected to reflect this definition, and the paid employment role clearly dominated NIE documents through 1975. Super (1976) sees both USOE and NIE moving:

> from the non-definition ot 'careers' and of 'career education' which led the originally dominant vocational educators to operationally define 'careers' as 'occupations'... to a life span definition of 'careers' as sequences of pre-occupational, occupational, and post-occupational positions favored by many contemporary vocational psychologists...to another life span definition favored by some vocational psychologists...which includes unpaid as well as paid work roles, 'work' being defined as the expenditure of effort for the attainment of some objective which may or may not be economic (p. 18).

Understandably, as the research arm, NIE appears to have a scholarly approach to the career education concept and program development, evaluation, and dissemination. It is precise in its definitions and is carrying out its work in programs that follow its economic-role centered definition. Current research and funding emphases in career decision-making appear to broaden the scope of the NIE research and development effort, from the earlier heavily economic emphasis.

3. BOAE. While most of the original conceptualizing in career education occurred in the Bureau of Occupational and Adult Education (formerly the Bureau of Adult, Vocational, and Technical Education), and hence had a strong vocational education flavor, specific career education activity here has somewhat subsided.

William Pierce, head of BOAE, was one of the early definers of career education in that office. Although he has made a case for the broader view of career education, he and the BOAE office tend to emphasize a matching model, to equate occupation and career, and to view teachers' roles as ultimately preparing young people with the kind of skills necessary to function in a job (Pierce, 1973). He says:

> One of the very real consequences of career education may be a reduction in the number of young people of all races who go to college and then drop out. For the first time in history, we will be providing our young people with an education system that allows them to make career choices based upon realistic information as well as a rational perception of the world of work. Success will no longer be equated in the minds of most people with a college degree and failure with not attaining one.

Further,

> Each teacher, once he or she has accepted the career education concept, will have to seriously re-evaluate every aspect of his or her curriculum to determine that course materials do contribute, specifically and precisely, to a youngster's being able to succeed in the labor market (p. 3).

Efforts continue, however, in BOAE to promote vocational education legislation, to expand vocational guidance, to further clarify the transition from education to work in vocational education exemplary programs and projects, and to further develop the occupational cluster concept, which, along with work, has been a key concept in vocational education's approach to career education. This view is expressed in a monograph from the ERIC Clearinghouse for Career Education on Educating for the Integration of Occupational Clusters Into Careers (Cook, Stenning, and Tiedeman, 1975).

Cluster Concept. Although occupational clustering systems as ways of organizing the work world into comprehensible segments have been a part of vocational guidance, vocational psychology, and Department of Labor activities for many years, they have achieved heightened visibility in connection with the career education movement. Prior to 1971, clustering "had not been thought of as central to curriculum organization or to the structure of career preparation" (Herr, 1976, p. 129). One of the characteristics of developing concepts and models of career education has been a structure of career awareness, career exploration, and career preparation related to clusters. Herr explains:

> The evolving cluster concept in career education provides students with awareness and exploratory learning opportunities across possible clusters of occupations as well as job entry level competencies for several related occupations found within an occupational cluster. It is not the intent of the cluster approach to produce a highly skilled craftsman in a specific occupation but rather a person with job entry competencies in a number of related occupations (p. 130).

A conference primarily for vocational educators, held in Dallas in 1971, and convened by Arthur Hardwick, produced the now well-known fifteen USOE occupational clusters. Considerable funding and conceptualizing effort has gone into defining these clusters through which the 23,000 occupations in the U.S. are classified and related to curriculum. Several other clustering systems have been developed over the years by states, federal and private agencies, and local programs and have served as the base for program development.

A working paper by High and Cook (1976) analyzes "Vocational Education and its Relationship to Career Education" largely in the context of occupational clustering. They discuss the historical development of clusters since 1968 (although such systems existed long before then) and describe the advantages to both the vocational student and the academic student of the cluster experience. They state:

> For both academically-educated and vocationally-educated young people, this country can no longer afford the mismatches we keep incurring between the products we turn out in education and the nation's need for well-trained human resources (p. 15).

Students are seen as progressing through the clusters in the following way:

> Secondary level students would reach a tentative career decision (of a single cluster only, not a specific job in the cluster) by the end of about the 8th grade; grades 9 and 10 would permit the in depth exploration of the options within that cluster along with the development of simple entry level skills. By the end of grade 10, the young people would have narrowed their choices and sorted themselves out with respect to a) a specific job goal in the cluster area for which they would then prepare for immediate employment upon graduation, b) a specific job goal or a range of job goals in the cluster area requiring certain skill training at the post-secondary level, c) a specific job goal or a range of job goals requiring a baccalaureate degree, or d) a specific entry-level job which they would enter upon dropping out of school prior to high school graduation.
>
> The length of time that young people would spend mastering the 'common core' of the cluster in the 11th and 12th grades would depend on the number and range of skills that are ultimately found to be common to a larger number of jobs in the cluster (p. 17).

Vocational educators in particular have tended to stress the cluster concept in career education programs. The goal of this approach is job skills for every student, a marketable skill for all, as Marland originally proposed (Marland, 1974).

Critique. Limitations of the clustering concept of career education are 1) that the focus is mainly on occupational information rather than on individuals; 2) lack of adequate emphasis on information processing and how cluster information relates to the individual; 3) a lockstep awareness, exploration, preparation approach which is not consistent with what is known about career development and career maturity; and 4) fostering premature narrowing and occupational foreclosure. Criticisms from social observers, curriculum leaders, and classroom teachers have been that the system puts too much emphasis on vocational education, it is an attempt of vocational educators to dominate curriculum, and that academic and other educators have not had adequate inputs into clusters that affect their curriculum, e.g., media and communication, fine arts and humanities (Grubb and Lazerson, 1975; LaDuca and Barnett, 1974; Caldwell and Caldwell, 1973).

Non-Federal Conceptualizations

While Herr (1972) dates the beginning of career education as 1971 from Marland's landmark speech, he points out that ideas and forms of career education have existed since the turn of the century. In his review of its foundations, as already pointed out, he acknowledges that main strands of career education have come out of vocational guidance and vocational education. The review, however, deals essentially with historical development of the concept from the viewpoint of vocational education rather than from the viewpoint of vocational guidance with its concomitants in vocational psychology and career development.

It would be impossible to acknowledge all of those who have attempted to define and conceptualize career education both before and after its formal birth in 1971. Among the earliest published definitions of career education were those by Hardwick, Pucinski, Worthington, and Evans, all representing an essentially vocational education view (Hoyt, Evins, Mackin, Mangum, 1972). It is important to identify some additional major conceptualizations, however, including those who have been working in salient areas of career-oriented education for many years, some of whom have not been included in the official histories. Conceptualizers are included who have written or edited significant documents on the topic and who have developed models which have provided a base for operational program development. Some of them are from vocational psychology, some from teacher education, some from vocational guidance and counseling, some from vocational education.

Four-Stage Spectrum of Philosophies

Philosophies and concepts of career education vary greatly in their focus, some strongly emphasizing the economic role and preparation for paid work, some including the economic role but emphasizing career development and counseling, and still others emphasizing the several roles for which education is expected to prepare the individual. These concepts may be classified according to whether the conceptualizer chooses to focus on a) work or the individual, b) content or process, c) work roles or multiple roles; and d) training for employability or educating for life (Hansen and Tennyson, 1975). They may also be classified as to how work is defined, whether limited to paid employment or expanded to include all significant goal-directed activity. They may further be examined as to whether they put major emphasis on 1) job, 2) work, 3) self, or 4) life.

1) Job Skills as a Focus for Career Education. Among those who have put forth conceptualizations of career education, the most narrow conceptualization is one that equates career education with occupational training. The focus in these concepts is on employability skills and matching the person to the job. This view has come primarily from those with a vocational education orientation. It is clearly expressed by Dellefield, former Executive Director of the National Advisory Council on Vocational Education (NACVE) when he says:

> There is nothing mysterious or esoteric about Career Education. If it means anything at all, it means preparing for entry into the world of work. We can theorize it to death, or we can get down to the business of giving people job skills (Dellefield, 1974, p. 11).

The formal position recommended by NACVE in A National Policy on Career Education calls for emphasis on preparation for jobs as a prominent and permanent objective of the public schools. They see the diversity of definitions as a positive force encouraging a variety of responses, more accurately reflecting local needs (NACVE, 1974). It is not possible to determine with any accuracy the percentage of career education programs based on this concept, but the numbers are probably small.

2) Work as a Focus for Career Education. Next on the continuum is a conceptualization that sees work as the central focus of career education with emphasis on occupational information and preparation. Both from an official and

unofficial position, Sidney Marland and Kenneth Hoyt continue to be major definers of career education. Current views expressed outside of the official record and falling under this second position will be presented here. Hoyt's earlier work published apart from his position as Director of the Office of Career Education strongly supported this view. It stresses occupational information through occupational clusters combined with skill training. The emphasis is on income and production, and the language used often reflects the consumer orientation. The words career and occupation are often used synonymously, and although some of the conceptualizers state that work includes paid and unpaid work, the message clearly comes across as paid employment. And career is defined as the sum total of that work experience.

a) Marland's Unofficial Perspective. In spite of Marland's earlier disinclination to define career education, he has done so in his book, Career Education: A Proposal for Reform (1974). Career education is seen as a movement responding to a need for educational reform at all educational levels. His recent thinking on the concept is presented through a discussion of the need for career education; of definitions; of illustrative programs in several states; of roles of teachers, counselors and the work place; and of the federal initiatives in NIE and USOE. He clearly acknowledges that career education is controversial and presents views of some of the critics. Regarding definitions, he says:

> From the early stages of this endeavor, I held that the concept needed much national debate, much research, much scientific analysis, much testing of assumptions in real schools and classrooms before it could be given a dependable definition (p. 84).

He points out that several USOE staff were involved in describing objectives of career education if not defining it per se. He suggests that Herr's description of career education as presented in the Review and Synthesis paper (1972) is as good a set as any "for those who for their own purposes and within the scope of their jurisdictions choose to develop their own definitions" (p.91). Marland believes that those who will bear responsibility for implementation should have a hand in constructing the definition.

One of the necessary observations of Marland's recent statement is that despite pronouncements about the broad base of career education and its relation to the humanities (Marland, 1973), it continues to be discussed in terms of a manpower and labor market orientation, heavily emphasizing the economic role and helping the young "grow up to work." "Too many people," he says, "do not have the satisfaction of knowing that their occupation is really their career" (p. 43). Little acknowledgement if any is made in his 1974 book of the place or contribution of career development theory and research to career education and, indeed, the only career development scholars cited in the volume are Henry Borow and Edwin Herr. In fact, it appears that career and occupation are used interchangeably and that career development as a term and as a body of knowledge with implications for career education is conspicuous by its absence. The emphasis is on schools providing knowledge to enter the work world--providing utilitarian skills with a market value (while still attending to the humanities). An overriding message that comes through Marland's volume is a work-focused _crisis_ orientation which suggests there is a lot wrong with education that can be reformed through career education. Rather than a _developmental_ orientation which sees problems of vocational behavior as a natural developmental progression over the life span, he views career education as a response to a need for reform.

b) _Hoyt's Unofficial Perspective_. The prolific nature of Ken Hoyt's involvement in career education is reinforced by the publication of his papers in the volume _Career Education: Contributions to an Evolving Concept_ (1975). Though not representing official USOE positions, the papers give a clear picture of the development and broadening of Hoyt's thinking since 1971. To attempt to summarize the major characteristics would be an impossible task, for it is sometimes difficult to separate official from unofficial statements. Rather, a few relevant observations will be made.

1. Although Hoyt has been writing about career development and vocational guidance since the mid-sixties, the beginning of his formal conceptualizing is identified as 1971.
2. His earlier definitions were more heavily concentrated on work as paid employment while his more recent ones include work as paid and unpaid.
3. While a broader concept of work is acknowledged in his papers, much of the discussion implicitly or explicitly focuses on paid work and the consumer role.
4. Hoyt acknowledges that career education must be developmental but defines it more as a response to the need for educational reform than as a developmental construct.
5. His definition is still heavily work-focused rather than individual-focused or process-focused.
6. Hoyt, himself a counselor educator, speaks about career education more from a vocational education perspective than a vocational guidance or career development perspective.
7. He has moved from viewing career development as one of several components of career education (Hoyt et al., 1972) to a view which sees career education based on two basic processes: the process of career development and the teaching-learning process (Hoyt, 1975, Personal Communication)
8. He believes that there should be many definitions of career education at the same time that he has made a strong case for consensus on the USOE (1974) definition, "An Introduction to Career Education." He says that to encourage many to define career education is an effective way of gaining supporters for the movement. The efforts required in formulating a

definition help the definer think more clearly about the topic and about his or her value system. He believes that the definitions currently in existence, while differing slightly in some obvious ways, contain an amazing amount of conceptual agreement (1975, p. 322).

9. He appears to be moving from a position between two and three (from focus on work to focus on the processes of career development through curriculum) on the four-stage philosophical spectrum.
10. He has begun to give more attention to the special needs of bypassed and underserved populations such as women, handicapped, and ethnic minorities.

The process by which Hoyt is defining career education deserves special comment. He, like Marland, has made a strong case for involving the implementers of programs in the definition of programs. While change process theory suggests that people are more likely to support what they help create, the balance between using the empirical knowledge available in the field and using the practical knowledge of practitioners has come out heavily on the side of the latter. This is best illustrated by the mini-conferences approach in which 12-14 practitioners (parents, teachers, counselors, teacher educators, business and industry personnel, etc.) have been invited in to a two-day working conference. What they are doing in career education is recorded, what they think should be done is recorded, and these conference proceedings are published, providing a model for what should be done by that group in career education. A prime example of this process is the report of the conference on The School Counselor and Career Education (Hoyt, 1976). The document discusses counselor role without acknowledging what counselors have been doing for years in career guidance and career development or without referring to the Special Issues of The School Counselor (1973) on Counselor Role in Career Education or of the Personnel and Guidance Journal (1975) on career development, career guidance, and career education which is directed toward counselors. While Hoyt does include the APGA Position Paper on Counselor Role in Career Education (of which he was the original author), he does not give much attention in the mini-conference publication to the coordination or inclusion of developmental tasks or a theoretical framework for counselor functioning. Many of the activities discussed in the monograph did not emerge with career education but have been practiced since the mid-sixties by counselors involved in career guidance and career development through curriculum.

While this grassroots style has paid off enormously in the interpersonal contacts between the Director of Career Education and practitioners around the country, it has ignored the more academic theory and research which can help to provide a solid conceptual base for defining the field and the roles of those "actors on the career education stage." What is missing from this pragmatic approach is the contributions from the behavioral sciences (e.g., vocational psychology, sociology, child development) and from career development theory and research, which is part of the knowledge base on which career education programs should be built.

The above is said not to devalue the process of involving practitioners nor the practical experience of those on the firing line but to urge that that experience be combined with the best knowledge available in the field. Using the test of what has been done by a few practitioners without reference to evaluative data or without linking what was done to systematic program objectives is not the most convincing basis for bringing about the educational response Hoyt is calling for. Career education and career guidance and counseling as part of it are much farther along in systematic conceptualization and program development than such documents would suggest. The Director of Career Education acknowledges that himself when he says, "We must all support and encourage efforts of the Education and Work Task Force of the National Institute of Education, as well as efforts of university researchers and those in other parts of society, to hasten the types of basic research whose results will be essential to the long-run future of career education"

(1975, p. 394). The visibility of a solid framework of theory and research may help to counteract the anti-intellectual image of career education.

3) Self-Development as a Focus for Career Education. Another group of conceptualizers has suggested that the person and the self-development of the individual is or should be the primary focus of career education. These conceptualizers posit that work, paid or unpaid, provides one major way in which the individual interacts with environment and that exploratory activities in work and community provide a useful vehicle to help individuals clarify their values, needs, and goals in fashioning a meaningful life. Career is seen as a process internal to the individual, which people have, not something they choose, though the career is made up of choices and a sequence of positions people hold in a lifetime, of which occupation is one. Many of these conceptualizations have drawn from the fields of vocational psychology and career development theory and research. Among those educators who have used self-development as the basis for theoretical and operational conceptualizations are Herr (1969), Bailey and Stadt (1973), and Tennyson, Hansen, Klaurens and Antholz (1975).

a) Herr. In 1969 Herr set forth the concept of "Unifying an Entire System of Education Around a Career Development Theme." In a paper presented at the Atlanta Conference on Exemplary Programs and Projects, Herr (1969) submitted that the concept of developmental tasks based on Havighurst's (1952) vocational life stages and current knowledge of career development should be the organizing structure of a systems approach to education--from kindergarten to higher education. Bailey and Stadt comment, "No one has put more succinctly the marriage of career development theory, the behavioral objective approach to educational programming, and the reorientation of vocational education" (1973, p. 265). Basically Herr advocated 35 operational program goals which would develop marketable skills for students, would develop students' attitudes and knowledge about themselves, about educational and occupational alternatives, and about decision-making abilities. He argued for appropriate developmental experiences at each level of education. This significant paper is largely an analytical essay which provides persuasive argument and documentation but is not a fully developed conceptual model. It did give impetus, direction, and a framework for further program development early in the current history of career education. Since then he appears to have become the chief chronicler and historian of the career education movement (Herr, 1972; 1976).

b) Bailey and Stadt. In their book Career Education: New Approaches to Human Development (1973), Bailey and Stadt discuss career education in relation to career development and vocational education. Concern about lack of rigorous thinking in regard to curriculum and career education caused the authors to try to relate research and development in these areas. The Career Development for Children Project at Southern Illinois University is an example of an operational definition of their concept. They present a developmental curriculum model identifying stages of Awareness (K-3), Accommodation (4-6), Orientation (7-8) and Exploration and Preparation (9-12). They relate these to six subprocesses of career development, including concepts of self and work. They specify their assumptions and limitations, pointing out that theirs is a school-based K-12 model limited in scope. They present goals, rationale, and illustrative objectives for each stage. It is not stated what other applications have been made of the model.

c) Tennyson, Hansen, Klaurens, Antholz. A team of faculty and graduate students working at the University of Minnesota since the late 60s has developed a conceptual model for career education using career development as an integral construct for self development of the individual. The K-12 Career Development Curriculum (CDC) first appeared in 1968 (Tennyson and Klaurens) and then in the ERIC literature in 1970 followed by Hansen (1972a) and in A Comprehensive View of Career Development (Hansen, 1974b). It was not completed until 1975 when it was reported in a special issue of the Personnel and Guidance Journal (Hansen and Tennyson, 1975) and in a monograph entitled Educating for Career Development (Tennyson et al., 1975). The authors built an experience-based model, drawing on developmental psychology and career development theory and research. Called a "career management" conceptual model, its goal is to help individuals achieve a sense of agency or control over their own lives by knowing the range of options available and the means to achieve them. The CDC and its construction consists of an orderly, sequential pattern from global statements about the mature person to intermediate statements that define life management tasks or competencies (modified from Havighurst's developmental tasks and vocational life stages) to general program objectives that can be translated into behavioral objectives and learning activities. The team wrote 90 general instructional objectives and 275 enabling objectives to give specificity to the career management tasks. The values assumptions and steps by which the model was derived are clearly stated.

The CDC defines career development as part of human development: the lifelong process of self-development within the context of work, paid and volunteer. Career education is defined as the teaching, counseling, and community interventions to facilitate each person's career development. A variety of strategies for implementation linked to behavioral objectives are identified. Applications of the model have been made in the national bread and butterflies (1974) career development project of the Agency for Instructional Television as well as in public schools, community colleges, liberal arts colleges, and state education agencies (Hansen and Tennyson, 1975). The model has been recommended as the framework for the Minnesota State Plan for Career Education. It earlier served as a base for development of Project TECE, a statewide project in teacher education for career education (Hansen, Tennyson & Klaurens, 1972). Because of the confusion about the term career education and the developmental focus, the authors have chosen to use career development education.

4) Life as a Focus for Career Education

Even further along on the continuum is the position of those who see career education as a way of looking at total education, as education for life and living Among the main proponents of this point of view are Goldhammer, Gysbers and Moore, and Walz. For these conceptualizers, career is synonymous with life, and all education is or should be career education.

1) Goldhammer. Goldhammer (1971) was one of the early conceptualizers of this broad view. Using the word "capacitation" as the key word, he sees the focus of career education to foster "the development of human beings who can cope with their life problems and become effective participants in society" (p. 26). Major characteristics are 1) the central focus of the instructional program upon the discovery of self in relation to the world of work; 2) a curriculum focused on self-power, occupational selection, supportive exploration of other life roles and experiences in aesthetic, expressive and religious activities to help the individual deal with problems of existence; 3) focus on individual needs, and 4) no dichotomy of academic and vocational (p. 28-29).

In the early days of the federal effort, Goldhammer was one of the key spokespersons in career education and presented his concept and rationale to, among others, Deans of Education and professors of educational administration. His views were more fully specified in Goldhammer and Taylor, Career Education: Perspective and Promise (1972). Since then Michigan State has been among the few Colleges of Education working to integrate career education into the teacher education program. The extent to which his concepts have become a base for operational programs is not clear. Like Herr's, his concept is more theoretical and analytical than operational.

2) Gysbers and Moore. Although not widely cited in the "official" literature yet well known in guidance and vocational education, Norman Gysbers has

become a leading advocate of career education from the broadest perspective. As Bailey and Stadt (1973) note, Gysbers influenced the early movement with his paper, also presented at the Atlanta Exemplary Programs Conference, on "Elements of a Model for Promoting Career Development in Elementary and Junior High School" (1969). Gysbers emphasized the importance of relating career exploration and development programs to the characteristics of the individual learners. He identified these developmental learning phases as the perceptualization, conceptualization, and generalization stages and provided examples of suggested program emphasis at each grade level. He also included a resource list of selected models which could serve as examples for model builders.

Later Gysbers and Moore (1975) refined a model based on the "career conscious individual." Also drawing from career development theory, they suggest that

> Life career development is defined as self-development over the life span through the integration of the roles, settings, and events of a person's life. When defined in this manner, life career development provides a comprehensive and integrated view of human growth and development over the life span...The life career development perspective provides a personal framework for individuals to help them visualize and plan for their life careers (p. 648).

Gysbers and Moore define their concept with respect to three areas of responsibility for counselors: curriculum-based responsibilities, individual facilitation responsibilities, and on-call responsibilities. They argue that counseling and guidance programs must be equal and complementary to instructional programs. They have explicated the scope and sequence of their concept more fully in several papers and in their life career development model at the University of Missouri (1974). More recently Gysbers has defined career education as a life-centered approach to education which is 1) a complete educational concept, 2) focuses on all phases of life, 3) is education over the life span, 4) is open and continuous, 5) involves all educational staff, 6) is community-based education, and 7) is accountable education (1975, p. 1). It focuses on the development in individuals of intrapersonal skills, planning and decision-making skills, saleable skills, daily living skills, basic instrumental skills, and learning how to learn skills (p. 2). The Gysbers-Moore model has served as the conceptual base for several State Plans as well as for guidance-based local program development. Now called "Career Education--A Life-Centered Approach to Learning" and consisting of 20 K-12 learning modules and two process guides, this model represents the broadest conception of career education.

Major Critique of Non-Federal Conceptualizations

It must be clear that strengths and weaknesses can be identified in all of the conceptualizations described here. Criticisms might flow along the continuum, depending on whether one advocates a narrow or broad definition of career education. A few such observations follow:

Herr: While Herr's 1969 paper represents a person-based comprehensive view and does an excellent job of relating career development theory and research to a developmental curriculum and a reorientation of vocational education, he does not present a fully developed operational model. Although a counselor educator, he also fails to deal with the implications for vocational guidance and career guidance. But for the period of time in which it was written, his paper has to be considered a classic.

Bailey and Stadt: While Bailey and Stadt (1973) represent a human development approach to career education, they acknowledge that their model is only a beginning and partial one. They do an effective job of relating a K-12 developmental curriculum to developmental tasks and in providing illustrative objectives, but do not indicate the applications of their model nor the evaluation or field testing of it. Nor do they deal with vocational guidance aspects in their model or relate it to the work then being done in career guidance through curriculum.

Tennyson, Hansen, Klaurens, Antholz: These conceptualizers over a five-year period seem to have a research-based content and process model and present a framework which is both theoretical and operational. It includes 10 dimensions of self, environment, and planning process, and elementary and secondary teachers' and counselors' resource guides, some of which have been field tested. Evaluative data are limited except for the bread and butterflies project and a high school field test through English classes in Pennsylvania (Miller, 1974). The model is adaptable to a variety of settings and levels and allows for teacher and counselor creativity in use. Those who think that self-development is too ego-centered a base for career education might be critical of this model, although it emphasizes societal welfare as well as individual goals.

Goldhammer: Goldhammer's concept appears to have been used to generate support for the concept of career education in universities and schools of education, especially at administrative levels, rather than as a base for program development. Some find the broad base of career education as capacitating one for all of life's roles as too inclusive to become operational. Main argument here is that it does not adequately limit the domain.

Gysbers and Moore: The Life Career Development Model has served as a base for program development in several states (e.g., Wisconsin, Kansas, California, Maryland, North Carolina). Its broad framework has been adapted by local practitioners, and field testing of the model is underway. Those who find the broad definition of career education as too idealistic or unrealistic would be most bothered by the model. Some would also argue that if career education is to become a basis for educational reform, it cannot be so broad as to blind educators to the need for change. On the other hand, when it is broad, many people can identify with it and find room for change to occur.

The preceding conceptualizations, while far from exhaustive, represent the range and type of concept and definition being advanced by theorists and conceptualizers. From the job-focused view to the work-focused view, as illustrated by Marland and Hoyt, to the person-based view of Hansen and Tennyson to the life career view of Gysbers and Moore, the concepts reveal differing approaches to career education with important implications for program development.

Agency Concepts

Besides individual conceptualizers, a number of agencies have been engaged in the process of defining career education. While it is impossible to cite all of them here, a few of the more significant ones will be mentioned.

Ohio Center for Vocational Technical Education (OCVTE). The Ohio Center for Vocational-Technical Education initially undertook the development of Model I, the Comprehensive Career Education Model (CCEM), already described, but has since expanded and refocused its efforts. Most recently it has received a federal contract to become the ERIC Center for Career Education, a development which unfortunately reinforces the idea that career education is vocational education. It has been involved in innumerable ways in developing concepts, systems and materials for professional development; in disseminating the concept; and in creating a Career Planning and Support System (CPSS) (Campbell, 1975). The CPSS has used a careful, well-developed systems theory base and is being field tested in several sites around the country. Two national Career Education Forums have been held there along with some of the Hoyt mini-conferences and other conceptualization, development, and dissemination activities. The book, Career Guidance: A Handbook of Methods (Campbell, et al., 1973), developed jointly by the ERIC Center of the University of Michigan and Ohio State, appears to use the term career guidance almost interchangeably with career education. The Center also has done some magnificent work on career development of women (Vetter, 1973), on parent involvement, and teacher education.

American Institutes for Research (AIR). The Palo Alto, California, educational research agency has been a contractor for several career education projects, some of them conceptual. Recent emphasis in program research efforts has been on career decision-making and on field testing CCEM units. In their concept paper, Career Education: A Curriculum Design and Instructional Objectives Catalog (Dunn et al., 1973), the authors develop a K-9 curriculum model which focuses on the individual. The broad definition of career education used is "the development of the skills and knowledge through which individual students may fulfill their own unique needs with regard to occupational choice, social responsibility, leisure activity, and personal development" (p. 3). They point out that its goals do not differ markedly from the Seven Cardinal Principles of education. Two programs were created: "Awareness and Understanding," which provides a base of information and "Orientation and Exploration," which focuses on planning and decision-making skills. These are subdivided into strands and areas, topics and concepts. Attending to developmental considerations, the curriculum sets out a hierarchical classification of objectives in the cognitive and affective domains in such areas as knowledge of the world of work; goal pursuit; social responsibility; and knowledge of opportunities and goal options.

AIR also has contributed indirectly to concept development in its massive report, Career Education in the Public Schools 1974-75: A National Survey (McLaughlin, 1976). AIR received survey responses from 860 local school districts, 50 state education agencies, and 630 teacher education institutions to determine the status of career education programs and practices. It also evaluated 797 commercial and 2193 noncommercial instructional materials in career education according to six factors. Only three percent of the nation's students were in school districts with broadly implemented programs, and 60 percent reported limited activites in career education. Eighty-five percent of students were in districts in which work world representatives were used in instruction. The existence of a formal career education policy statement was a key factor in level of activity. Twenty percent of the nation's teachers, guidance staff, and administration were involved in staff development activities. Only 10 percent of teacher education institutions have developed a formal policy. It appears that thus far career education has had little impact on schools of education (McLaughlin, 1976).

Of special significance for this paper is that the survey reports on the status of career education but does not indicate what kind of definition is embodied in the operational programs. The study used the definition of career education developed by the Director of the Office of Career Education, "the experiences through which one learns about and prepares to engage in work as part of her or his way of living" (AIR Summary Report, 1976, p. 2). The study reports that the concept of career education has received widespread endorsement from educators at the local level, but does not delineate which concept.

There are areas of implied agreement on the career education concept. The nine student objectives and 14 curricular practices identified in the USOE definition are reported. Staff development activities seem to be key activities; there is need for much more solid evaluation; there is agreement on extensive community involvement, including that of parents. Student attitudes are generally enthusiastic, and supporters of the concept vastly outnumber the resisters. While career education is for all youth, the evidence suggests that special efforts are still needed to broaden career opportunities of women, ethnic minorities, and handicapped (McLaughlin, 1976).

One of the questions which should be raised, but outside the scope of this particular AIR survey, is in regard to the substantive nature of the programs being implemented in the local districts, state education agencies, and teacher education. While the report contains a wealth of data on career education in these three types of settings, it does not answer the question of what kinds of concepts these programs represent.

One of the questions which should be raised, but outside the scope of this particular AIR survey, is in regard to the substantive nature of the programs being implemented in the local districts, state education agencies, and teacher education. While the report contains a wealth of data on career education in these three types of settings, it does not answer the question of what kinds of concepts these programs represent.

Educational Testing Service and College Entrance Examination Board

Educational Testing Service, in contract with the College Entrance Examination Board, is currently involved in defining career education through creating new assessment measures under the leadership of Arthur Kroll. Since evaluators, through the skills they assess, often define the domain of a field, it is important to examine the content domains under development since 1975 in the College Entrance Examination Board-Educational Testing Service Career Skills Assessment Program. The six skill areas identified are: I) Personal Appraisal Skills, II) Career Awareness Skills, III) Career Decision-Making Skills, IV) Employment-Seeking Skills, V) Career Satisfaction Skills, and VI) Applied Economic Skills. Specifications for measuring skills in each of these areas have been delineated, but instrumentation and field-testing have been done thus far only in the employment-seeking skills and the career decision-making skills. Specification of what students should be able to do in these areas will doubtless influence program development. The ETS-CEEB program is part of a six-state consortium of the state education agencies of Georgia, Louisiana, Maryland, Minnesota, New Jersey, and Ohio (Kroll, 1976).

College Entrance Examination Board. A number of efforts are under way to further career education and career guidance at the College Entrance Examination Board. Early projects focused on the decision-making process, resulting in the

Deciding program for junior high, Decisions and Outcomes for senior high and adults, and How to Decide for women. An early study reviewed major programs of career guidance in secondary education (Willingham et al., 1972). A recent major work designed to further one aspect of career education is a study entitled Bridging the Gap: A Study of Education-to-Work Linkages (Ferrin and Arbeiter, 1975). Completed for the National Institute of Education, the investigation focuses on the education-to-work transition and on mechanisms between school and work which facilitate the transition. The investigators identify four possible linkage areas but focus on education-to-occupation in this one-year study. A survey was undertaken in California, Florida, New Jersey, and Ohio to identify existing linkages, and descriptions are given of about 80 linkages found. Several proposals are made regarding barriers that block the transition process. Of special significance are the proposals that "opportunities for unpaid work experience should be provided for all students in all major programs at both the secondary and postsecondary levels and that secondary and postsecondary graduation requirements should reflect the importance of work experience for all students" (p. xiii). The report also proposes, as did Wirtz in The Boundless Resource (1975), the establishment of Community Education and Work Councils and that the state legislature or governor should establish a state-level interagency Career Competency Assessment Board that would report to the highest levels of education, labor and state government.

Of special import is the document's view of multiple career areas and intersections. While recognizing the broad definition of work as paid and unpaid, this study is limited to paid employment. The authors substitute the word occupation for work, and career is defined as "a lifelong succession of activities organized around a set of interrelated goals." A career area is "an aspect of life in which a distinctive set of activities can be conducted around a set of interrelated goals" (pp. 7-8). The investigators point out that their definitions are for the purpose of the study only.

American College Testing Service (ACT). The American College Testing Service at Iowa City has undertaken several major research studies of student career development needs at both secondary and postsecondary levels (Prediger et al., 1974). It has also developed a Career Planning Program to assess students' level of career maturity, primarily through a sequential program and an instrument entitled Assessment of Career Development. Special studies have been conducted on the career development of women, and considerable attention is being given to sex-role stereotyping in interest inventories (Prediger and Cole, 1975).

Northern Illinois University ERIC Clearinghouse in Career Education (NIU ERIC/CICE). The now phased-out Northern Illinois Clearinghouse in Career Education also has contributed to the career education conceptualization literature. Several theorists and researchers have elaborated a concept of career education from a career development frame of reference. Harris-Bowlsbey (1975) relates career education to the utilization of computers in Structure and Technology for Facilitating Human Development through Career Education.

Tiedeman's self-constructionist framework for career education is embodied in an excellent resource and person-based model entitled A Career Education Primer for Educators (Wernick, Tiedeman, Eddy, Bosdell, 1975). Tiedeman's thesis is that competencies in problem-solving, planning, self-appraisal and goal selection, along with involvement and independence, provide an opportunity for the individual to be the "potential architect of her or his future" (p. 10). He sees the skills of obtaining information, value clarification, and decision-making as primary skills in career education. The career decision-making model is more fully explicated, along with relevant research, in Choice and Decision Processes and Careers (Tiedeman and Miller-Tiedeman, 1975).

ERIC-CAPS Center. The Counseling and Personnel Services (CAPS) Center at the University of Michigan, under the leadership of Director Garry Walz, has been conceptualizing career education in a career guidance framework since the mid-sixties. Numerous national conferences and publications on career development and career guidance have had a major impact on kinds of services being delivered to students and on staff development. Significant documents developed at CAPS include a developmental career guidance model (Walz, 1972) and the Life Career Development System (Walz & Benjamin, 1974), along with those cited earlier. A Comprehensive View of Career Development (Walz, et al. 1974) presents a series of guidance-based approaches to career education with special attention to women and ethnic minorities.

Professional Associations

As Herr (1976) documents, numerous professional organizations have issued position papers on and definitions of career education. In the interest of space, only a few will be described here, particularly those that appear to have had most significant influence on the direction and development of career education.

National Advisory Council on Vocational Education (NACVE). Certainly one of the prolific and powerful groups in the career education movement is the NACVE, created by the Vocational Education Amendments of 1968. In its National Policy on Career Education (NACVE 1974), the Council discusses the wide misunderstanding of the concept of career education. A special appeal is made for laying aside the trichotomy between college preparatory education, vocational education, and general education and for "the prompt integration of our fractured system of education around the concept of career education" (p. 3). The Council makes eight recommendations for a national policy. Those related to concept include:

1. That policymakers and legislators recognize that career education and vocational education are not synonymous and that new legislation for career education be considered separately from vocational education.
2. That in implementing career education, educators and administrators at all levels design and utilize their programs in a comprehensive, integrated manner which will accommodate the life-long educational needs of all our people (p. 7).

The report states that vocational education must bear a heavy burden in the advancement of career education and that vocational education is an integral part of career education (p. 8).

A more recent document from the NACVE makes a call for a National Policy in Vocational Education (NACVE, 1975). The report deplores the lack of a systematic, coordinated approach to and a precise definition of vocational education; it argues for a reappraisal of the goals and accomplishments of the whole educational enterprise; and cites the need for a more sensible balance between vocational and academic education. It suggests that the concept of career education has caused confusion and anxiety because vocational education has never been defined with sufficient precision (NACVE, 1975). A suggested policy is under preparation, stimulated by a national Bicentennial Conference in Vocational Education in Minneapolis in October, 1976. The executive secretary of the American Vocational Association prepared recommendations for career education legislation for the National Advisory Council for Career Education Interim Report (NACCE, 1975). The report is more procedural than conceptual but assumptions built in still suggest a stronger link between vocational education and career education than with other parts of the education sector. The concepts and purposes of career education are discussed but not defined. Statements regarding counselors indicate assumptions which ignore that counselors have been involved in career guidance and suggest that counselors are unaware of and have not been a part of career education.

American Vocational Association (AVA). The AVA has been actively involved in the career education movement since its inception through publication of articles in the AVA Journal, through State Directors of Vocational Education who were among the first to produce a position paper on career education, through leaders closely identifies with the movement, and through its major publication, the Third Yearbook on Career Education (Magisos, ed., 1973). This document provides a vocational education view of career education, including its historical antecedents, theoretical and conceptual frameworks, relevant concepts, illustrative models and programs, and issues. It is significant that the first item in the chapter on theoretical frameworks discusses the cluster concept which is traced directly to the Vocational Education Amendments of 1968. AVA also has been very critical of counselors in the areas of both vocational guidance and career education.

American Personnel and Guidance Association (APGA). The umbrella organization for counseling and guidance personnel has been deeply involved in career-oriented activities since its earliest days. A documentation of the career-related activities of the organization has been prepared by Executive Director Charles Lewis (1974). The most significant work related to career education has been done through the main APGA organizational structure and through APGA divisions, the National Vocational Guidance Association and the American School Counselor Association. A major project of the parent organization was Project SEGO-Sex Equality in Guidance Opportunity in 1974, a national program to reduce sex bias in education and counseling, especially in career options.

In December 1974, APGA adopted a Position Paper on "Role and Functions of Counseling and Personnel Practitioners in Career Education" (APGA, 1974). The paper identified six leadership functions for counselors, most of them broadened functions but in traditional areas of counseling, career information, career decision-making and assessment and two in new areas of 1) helping to identify and implement career development tasks for individuals; and 2) eliminating influence of both racism and sexism as cultural restrictors of career opportunities for ethnic persons and females. Seven participatory functions were also identified, including community liaison, needs assessments, follow-up, curriculum revision, home and family, job placement, and monitoring and dissemination of activities. In 1975 the association published a special issue of the Personnel and Guidance Journal on career development, career guidance, and career education, directed toward counselors, with articles suggesting a career development base for career education activities.

NVGA. A document prepared by a Joint Commission of the National Vocational Guidance Association, a division of APGA, and the American Vocational Association was a position paper in which the two associations achieved accord on the concept of career development and which was clearly a career education document (AVA-NVGA, 1973). The document defined work as "a conscious effort to produce something of benefit to oneself or others." It defined career as "a conscious working out of a purposeful life pattern." It is significant that the broad definition accepted by both organizations has not achieved the prominence of some of the narrower definitions. Chaired by W. Wesley Tennyson, the Commission discussed philosophical bases and issues and suggested roles for the various functionaries in the vocational guidance/career development enterprise. As pointed out, NVGA was sponsor or co-sponsor of several conferences in the mid-sixties giving rise to programs and projects in career development through curriculum (Hansen, 1967). It published in 1965 The Teacher's Role in Career Development (Tennyson, et al.), one of the earliest attempts to suggest that teachers incorporate career development concepts into curriculum and classroom, and the NVGA-ERIC monograph on Career Guidance Practices in School and Community (Hansen 1970) which carried some of the career development education concepts further. It also published Man in a World of Work and Career Guidance for a New Age, both edited by Borow (1964, 1973), and Herr's Vocational Guidance and Human Development (1974), all classic documents dealing with vocational behavior and career development, the individual at work, and interventions to promote and facilitate vocational development. Its journal, The Vocational Guidance Quarterly, carries numerous articles relating to career education and vocational guidance. One of the puzzling things about the career education literature is that it almost totally ignores the work of NVGA through which major vocational guidance and later career education concepts have found expression.

ASCA and ACES. Other vocational guidance literature has emerged through two other divisions of APGA. In 1973 the American School Counselor Association (ASCA) published a special issue of the professional journal (The School Counselor, 1973) devoted to career education with articles related to curriculum, counseling, and critical issues. Articles presented provided a broad rather than narrow orientation to career education and advocated that the counselor become the "humanistic conscience for the career education movement." In April, 1976, the Association for Counselor Education and Supervision approved a Position Paper on Counselor Preparation for Career Development/Career Education (ACES, 1976). It accepts the NVGA/AVA definition of work and career and goes on to identify counselor competencies needed to deliver services in the area of career education.

Council of Chief State School Officers (CCSSO).

Because of its impact on development of career education at the state level, the work of the Council of Chief State School Officers also deserves mention. Supporters of career education since its formal inception in 1971, the CCSSO has sponsored several conferences and projects. Most important to this paper is its comprehensive definition, approved in 1974, which says:

> Career Education is essentially an instructional strategy, aimed at improving educational outcomes by relating teaching and learning activity to the concept of career development. Career Education extends the academic world to the world of work. In scope, Career Education encompasses educational experiences beginning with earlier childhood and continuing throughout the individual's productive life. A complete program of Career Education includes awareness of self and the world of work, broad orientation to occupations (professional and non-professional), in-depth exploration of selected clusters, career preparation, an understanding of the economic system of which jobs are a part, and placement for all students (Jesser, 1974, p. 4).

Its other recommendations relate to seeking support for funding, organization of a National Task Force, coordination, legislation, and assessment strategies.

State Plans

It would not be possible nor is it the intent to review all the state definitions of career education within the scope of this paper. In assessing the status of career education in state education agencies, the AIR National Survey (McLaughlin, 1976) dealt with level of activity, relationships to local school districts, and matching of state and local priorities. It was noted that 42 states had policy statements on career education, 18 had advisory committees and nine had specific career education legislation.

Hoyt, in the AVA Yearbook on Career Education (1973), presents several of the state definitions. He points out that definitions do make a difference in describing and determining the basic nature and purposes of the concept. It should be noted here that if "form follows function," as the artist's dictum states, the form career education programs take will be determined by what the states or local agencies believe its functions to be; hence the importance of definitions.

Marland (1974), too, in his chapter, "Toward a Definition of Career Education," includes selected state definitions. Of the several definitions, some states focus on combining the academic world with the work world; most use the word career but seem to mean occupation and often are job-oriented (e.g. Maine, Nevada, Texas, Washington). Success in the economic role seems to be the major goal of many. There are, however, several states whose definitions appear to be person-centered or stress broad career development goals (e.g. California, Kansas, Michigan, Utah).

There has been considerable overlap in the development of state plans for career *guidance* and those for career *education*. Confusion of these terms has also caused problems in defining the concept. A national project for career guidance, funded in Missouri in 1971, has had considerable impact on state plans. Career guidance is generally that part of an educational program which focuses on the individual and his or her knowledge of self, knowledge of occupational, educational and life-style options, and the career planning and decision-making process. The career guidance program is generally coordinated by a counselor and includes counselors and teachers. When combined with the instructional programs, both the academic and the vocational, the outcome is a comprehensive career education program. As states began to work on their career guidance plans, career education had just become a national priority, and some states began to combine the two.

Career Development, Guidance Counseling, and Placement Project. The University of Missouri-Columbia in 1971 received federal funding from the Bureau of Adult, Vocational and Technical Education for a national project to help states develop and implement career guidance state plans. About that time career education was created, and a number of the state guides which were written turned out to be guides for career education. In January 1972 a National Training Conference under the leadership of Project Director Norman Gysbers developed Career Guidance, Counseling and Placement - Elements of an Illustrative Program Guide, a working manual which became the basis for construction of several state plans and models (Rapp and Barber, 1976).

The attempt to integrate career guidance with career education is clearly reflected in many of the state plans. Some states call their plans "Plan for Career Education," while others use such titles as "Developmental Career Guidance," "Developmental Career Education," "Career Development Program," and the like. Many states developed plans with several major components through cooperation of state education agency divisions of guidance and testing, instruction, and vocational education.

Sample Definitions. In spite of the stimulus provided by the Missouri project, states have proceeded at various rates on formal statewide planning. A sample of state definitions is provided below. In Minnesota, for example, although there has been a definition since 1972 and much local development and training activity, a Career Education Task Force was not created until 1976 and a State Plan for Career Education was just being written in 1976.

Career education is now defined as "the process of helping individuals acquire and use those attitudes, skills and knowledge needed to develop and manage a reasoned, socially purposeful, and personally valued life pattern in relation to work of whatever kind." Career is "a reasoned, socially purposeful and personally valued life pattern in relation to work of whatever kind " (Minnesota Career Education State Plan, 1976, p.1).

New Jersey has had numerous components of a plan in progress since the mid-sixties. Its formal definition is that:

> Career Education is a process whereby instruction, methodology and community-home-school resources are coordinated to produce a programmatic base within which the individual is provided opportunities to explore, cope with, and develop his career potential. This is accomplished through a thematic curriculum attuned to emerging individual, societal, technological and economic needs (Gambino, 1972, p. 2).

Texas, which has had major work in progress since the early 1970s, has developed a framework through a statewide Advisory Committee and the Texas Education agency which says:

> Career Education is coordinated instruction, integrated into the entire curriculum K-12, and designed to assist students in
> - understanding both the world of work and attitudes toward it;
> - understanding the relationships which exist between education and career opportunity;
> - understanding the economic and social structures of our society and how they influence the ways people support themselves;
> - making informed decisions concerning how they will earn a living and taking responsibility for making those decisions; and
> - acquiring marketable skills as preparation for earning a living (Texas Education Agency, p.1).

North Carolina's Career Education Task Force has defined career education in a broad context to include the instructional program and a guidance program as follows:

> Career Education consists of the knowledge, understandings, skills and attitudes aimed at enhancing the individual's abilities to cope with the problems of learning to live, learning to learn, and learning to make a living. It is an approach to learning and teaching which combines organized classroom experiences with the reality of the world in which we live and work. It provides curricular options and personal alternatives and experiences appropriate to each individual (p. iii).
>
> ...the term 'career' is broad in scope encompassing the total life of the individual. The term 'schooling' is narrower in scope encompassing those experiences for which the school is responsible. We believe that Career Education will result in more relevant schooling by bringing school and community together (Life Career Development, p. iv).

In its position paper, Nebraska defines career education including curriculum design, teacher preparation, and community involvement as

> a comprehensive, systematic, and cohesive plan of instruction that will provide each student the opportunity to plan and prepare for a meaningful and satisfying role as a working member of society. A total program of career education should provide instruction for individuals at each stage in the lifelong process of career development.
>
> Career Education is not synonymous with 'education', although all education will in some manner help each individual prepare for his future career. Neither is 'career education' synonymous with 'vocational education', although vocational education is an integral part of career education. Career education does not replace, but rather permeates the total educational program.

Nebraska further defines twelve basic concepts of career education:

1. Helps persons identify, appreciate and develop their own characteristics, abilities and needs.
2. Places strong emphasis on development of effective interpersonal relationships.
3. Fosters positive attitudes toward all meaningful kinds of work.
4. Provides for maximum development of individual potentialities.
5. Helps individual learners to be adaptable.
6. Helps students develop the capacity to make and execute decisions.
7. Places emphasis on people.
8. Is incorporated into all subject areas.
9. Is sequential, allowing for continuous progression from K through adulthood.
10. Allows students complete vertical and horizontal mobility in preparing for a career.
11. Provides students the opportunity to learn about the wide variety of occupations available to them and the kinds of skills required for various occupational areas.
12. Provides opportunity for students to gain competencies needed for job entry (p. 3).

Florida is one of the states which has adopted a broad view of career education. Among the salient points in the Florida definition are the following:

> Career education is lifetime education: it is education to meet career needs at every stage during one's life.
>
> Career education shall provide the experiences necessary for each learner to acquire the knowledge, skills, and attitudes to make career development decisions. These experiences should provide competence in knowledge of one's self, knowledge of the environment, using knowledge, and wise career decisions.

> Career education is broader than 'vocational' but more focused in terms of personal survival skills than 'general studies' or ' liberal arts'... Career education, then, is education which pays special attention to personal growth in terms of occupational, avocational, and personal skills required... to cope in the 'real world' environment.
>
> Career education is education which provides job-entry skills prior to or upon leaving the educational system....Fundamental to career education is the concept that all aspects of education-curriculum, instruction, counseling, and working-should be involved in the process of preparing individuals to become personally fulfilled, economically self-sufficient, and responsive to their responsibilities as citizens.
>
> Career education is an integration of learning and doing which involves both academic education and vocational education. It provides a link between education and work. It prepares people to make choices involving life styles, personal values and leisure time preferences, choices which are an essential part of career development (Career Education in Florida, p.10).

The foregoing are but a few of the definitions of career education developed by the states, usually by the state education agency along with an advisory committee or task force. The nature of the definitions may vary depending on the composition of the task force, its leadership, and its representativeness, all of which have become political issues in some states. The basic question is the way in which definitions are used and their impact on the development and implementation of local career education programs.

Part I of this paper has provided an overview of some of the major definitions and concepts of career education as they have emerged from the mid-sixties and early 70s. Major documents from the federal government, from leading conceptualizers, private agencies, professional associations, and state plans were examined to determine key elements and dimensions. Of the roots of career education concepts, both vocational guidance and vocational education were cited along with findings of significant national studies, surveys, and investigations. When known, the method used to arrive at the definition is pointed out. Part II will analyze the findings in Part I and attempt a synthesis of the current state of the concepts and definitions, along with recommendations for an expanded concept.

PART II: TOWARD AN EXPANDED CONCEPT OF CAREER EDUCATION

An analysis has been provided of several major concepts and definitions of career education. The official federal conceptualizations of the Office of Career Education, the Bureau of Adult and Occupational Education, and the National Institute of Education have been discussed along with operational examples representing differing philosophies in the Comprehensive Career Education Model I, the Experience-Based Career Education Model, and Clustering System models.

Educational conceptualizers outside of the federal structure were identified, including more limited concepts of career education based on work, as represented by the unofficial perspectives of Hoyt and Marland, to broader views based on self-development, as represented by Hansen and Tennyson, to the broadest view of career as education for life, as represented by Gysbers and Moore.

Private agency definitions and operational models along with those of professional associations and state plans were briefly described. Critiques were also given of some of the models.

Commonalities and Uniquenesses in Concepts and Definitions

The extent to which there can be a modicum of agreement about concepts and definitions of career education, the extent to which concepts and definitions can become operational, and the extent to which career education can overcome its limitations and meet the challenges of its critics are all important to its survival. A number of statements seem to be true in light of the preceding examination of the several definitions and concepts.

1. The view that career education should not be defined has given way to a view that says it should be defined.

2. Hundreds of definitions and conceptual statements exist in the literature and vary in their rationale, goals, and focus in the following dichotomous ways:
   a. An emphasis on the paid work or occupational career versus a focus on life career.
   b. An emphasis on occupation and occupational information vs. a focus on the person or individual.
   c. An emphasis on fitting into labor market and manpower needs vs. individual choice and decision-making.
   d. An emphasis on adjusting people to a status quo society vs. helping them develop their potentials to improve and change society.
   e. An emphasis on occupational choice and job placement vs. a focus on process and life-span choice-making.
   f. An emphasis only on the economic role vs. integration of work role with other life roles.
3. Definitions also vary according to their source, the main ones emanating from vocational education, vocational guidance, and from federal and state education agencies.
   a. Definitions from vocational education sources, which dominate the literature, appear to put most emphasis on preparation for paid work, placement, skill training, work experience, and the traditional work ethic.
   b. Definitions from vocational guidance sources, less apparent in the official literature and federal conceptualizations, put more emphasis on self-awareness and development, information-processing and decision-making, the planning process, and integration of various life roles.

c. Definitions from federal agencies (USOE, NIE, BOAE) tend to stress the economic role, work experience, occupational clusters, and preparation for paid employment.

d. Definitions from state agencies appear to be a mixture of economic role orientation and career development-life role orientation, although the approved definition of the Council of Chief State School Officers appears to be in the broader direction.

e. There is a noticeable absence of definitions and support for career education from leaders in curriculum, academic disciplines, teacher education, and their formal associations. Although career education has been defined heavily as a curriculum reform movement, many of those at the heart of curriculum, instruction, and teacher education have remained either skeptical or critical.

4. Definitions and concepts vary according to their uses, although some of the uses are overlapping.

a. A number of definitions appear to have been designed to alert the public to major problems in American education and to use career education as a vehicle for educational reform. Among these are the USOE Introduction to Career Education (USOE, 1974), the Council of Chief State School Officers' definition (Jessen, 1974), Marland's proposal for reform (Marland, 1974), Hoyt's evolving concept papers (Hoyt, 1975), the NACVE Reports (1974, 1975), and Goldhammer's capacitation model (Goldhammer, 1972).

b. A number of conceptual models have been created to provide a rationale and theoretical base for career education program and personnel development. The details with which the concepts are fleshed out vary, but models intended to serve minimally as a basis for local program development and adaptation include those of Herr (1969), the Comprehensive Career Education Model Developmental Program Goals (Center for Vocational and Technical Education, 1972), the Life Career Development System (Walz and Benjamin, 1974), Bailey and Stadt (1973), the AVA-NVGA Position Paper (1973), Gysbers and Moore (1974), Hansen and Tennyson (1975), and the early USOE and BOAE program definitions.

c. Those definitions which have served as a basis for legislation and project funding have come almost completely out of the federal conceptualization effort. This includes the economic role definitions of NIE, of the Education-Work Linkages Study, of the College Entrance Examination Board, the Exemplary Programs and Projects definitions (1972), and definitions under Section 406, PL. 93-380 on Career Education. The interim report of the National Advisory Council for Career Education (1975) would also be included here.

d. Definitions which have attempted to chronicle the history of the field and of the concepts appear mainly in Herr's _Review and Synthesis of the Foundations of Career Education_ (1972), his _The Emerging History of Career Education: A Summary View_ (1976); in Super's _Career Education and the Meanings of Work_ (1976), and Wernick et al's _Career Education Primer for Educators_ (1975). To a limited extent, the _AIR National Survey_ (McLaughlin, 1976) also fits this category, although it is not primarily a substantive definition.

e. A number of definitions seem to have their roots in research agencies and universities where the emphasis is on defining, structuring, implementing, field testing, and evaluating conceptual models and operational programs. Among these are the efforts of ETS-CEEB (Kroll, 1976); NIE's Experience-Based Career Education Model (Bucknam, 1976); the AIR K-9 Curriculum (Dunn et al, 1973) and other AIR projects, including the continuing efforts in career decision making; the Career Planning and Support System (Campbell, 1975) at the Ohio State Center for Vocational-Technical Education; and the Hansen and Tennyson (1975) and Gysbers and Moore concepts (1974).

f. Some definitions appear to be directed toward specific developmental levels such as elementary, secondary, community college, higher education, adults, or specific populations such as handicapped, ethnic minorities, women, incarcerated, gifted and talented and economically deprived. In general, these were beyond the scope of this paper, but acknowledgment is made of the existence of concepts and definitions for these various levels and populations. Of special value are Herr's testimony for HR 3270, the Career Guidance and Counseling Act (Herr, 1975); AIR's Career Guidance for Adults (Harrison, 1976); Hoyt's volumes on career education and the handicapped and the gifted and talented; Models III and IV of the federal career education effort --- the Home-Based and Rural-Residential Models; Davenport's Career Education and Minorities (1974); and NIE's and Women's Educational Equity Act's Special Programs for Women.

5. There is much confusion in the terminology of career education.

a. The confusion about terminology is pointed out most clearly in Super's (1976) analysis of language used by psychologists, economists, anthropologists, counselors, and career educators.

The suggestion that the terminology of career development, work, and careers must be clarified and standardized seems like a minimal one. A useful set of definitions is offered in his "Career Development Glossary for Career Education" (p. 18a). These definitions of work, play, employment, role career, job, and occupation, which come out of the career development literature, would seem to provide a reasonable starting point.

b. Confusion still exists about the words career, work, career development, career education, career guidance, and vocational education. Hoyt's ambitious attempt to redefine the word "work" to include paid and unpaid work has had about as much success as the attempts of others to redefine the word career. To most people, work still means occupation or a vocational field to which one is committed, for which one prepares, and for which one is paid; and career education to many is still synonymous with vocational education. To others, it means occupational education. That is the image conjured up by many when the words are used, and many of the criticisms of career education are of what the critics perceive to be vocational education (Grubb and Lazerson, 1975).

c. Career guidance, although it has been associated primarily with what counselors do, also has been used more broadly, especially prior to creation of the term career education (see section on State Plans, p.47ff)for discussion of differences between career guidance and career education). For example, Campbell's et al. Career Guidance: A Handbook of Methods (1974), Hansen's Career Guidance Practices in School and Community (1970), and Gysbers', Drier's, and Moore's Career Guidance: Perspective and Promise (1974) all include career development curriculum interventions by teachers, counselors, and community personnel. That is why it seems strange that career education has proceeded as though it emerged --- like Athena from the head of Zeus --- through vocational education rather than from the twin roots of vocational education and vocational guidance. Super's broad definition of career still offers a comprehensive base for career education. He redefines career as:

> The sequence of major positions occupied by a person throughout his preoccupational, occupational, and post-occupational life; includes work-related roles such as those of student, employee, and pensioner, together with complementary avocational, familial, and civic roles. Careers exist only as people pursue them; they are person-centered (Super, 1976, p. 18b).

If career education is going to become more widely accepted by curriculum leaders, by teacher educators, and by higher education in general, a broader concept and definition is imperative. Hansen and Tennyson (1975) have chosen to use the term "career development education" to communicate a broader developmental emphasis.

d. The continued misunderstanding of career education as vocational education has led some conceptualizers to avoid the term altogether. The decision of some state education agency Divisions of Vocational Education to change their title to Division of Vocational and Career Education has only contributed to the confusion. If the career education concept is to be owned by everyone, its title must also be in a neutral position and not tied to a specific sector of education, as was recognized when the Office of Career Education moved from the Bureau of Adult and Occupational Education to USOE under direct responsibility to the Commissioner of Education.

6. The context and purposes of career education as defined prior to 1971 revealed some elements on which educators can agree in 1976 but some on which there is still disagreement. Although not everyone would agree, the nine areas of agreement on the career education concept identified by Herr (1972) are that it is:

1. An effort to diminish the separateness of academic and vocational education.

2. An area of concern which has some operational implications for every educational level or grade from kindergarten through graduate school.

3. A process of insuring that every person exiting from the formal educational structure has job employability skills of some type.

4. A direct response to the importance of facilitating individual choice-making so that occupational preparation and the acquisition of basic academic skills can be coordinated with developing individual preference.

5. A way of increasing the relevance or meaningfulness of education for greater numbers of students than is currently true.

6. A design to make education an open system in that school leavers, school dropouts, and adults can reaffiliate with it when their personal circumstances or job requirements make this feasible.

7. A structure whose desired outcomes necessitate cooperation among all elements of education as well as among the school, industry, and community.

8. An enterprise requiring new technologies and materials of education (i.e., individualized programming, simulations).

9. A form of education for all students (p. 10).

Hoyt (1973) believes that consensus in definitions has been reached that career education a) is a conscientious effort, not merely an attitude or point of view (costs time and money); b) is a concept that begins no later than grade one and continues through all of adult education; c) is intended to serve all individuals rather than some special segment of the population; d) emphasizes education as preparation for work. There is also verbal agreement that vocational education is but one of several important parts of career education but not synonymous with career education. He believes agreement has been reached that career education is only part of education and not synonymous with education.

There seems to be agreement that career education is to be integrated into the total educational program and not added on as a separate course or subject. There is also strong evidence of agreement that career education must involve all elements of the community-parents, business, industry, labor, government, and the professions.

Major Criticisms of Concepts

Critics of career education have not been lacking. While it is not the intent here to review all these criticisms, (they are readily available), it is necessary to examine important criticisms related to the concept and definition.

Expanding Vocational Education. As already indicated, one criticism is that career education is just a vehicle for expanding vocational education (Grubb and Lazerson, 1975; Rogers, 1973). The attempt to vocationalize education has brought about considerable resistance to career education. Academic subject teachers in particular have been resistant (Suhor, 1973; Caldwell and Caldwell, 1973). Nonetheless, a group of representatives of professional associations brought together by Hoyt has published a volume suggesting implications of career education for the academic classroom in English, social studies, mathematics, science, foreign languages, etc. (Mangum et al., 1975).

Career Education in Higher Education. Some critics see career education so broad as to invite ambiguity and "appropriation of the term by almost any traditional form of educational practice, as well as by any new forms which may emerge" (Smith, 1976). A term so broad as to lose its meaning is just as much a threat to the future of career education as the narrow terms. Academicians have been slow to move in the area of career education. Many perceive career counseling and placement to lead to a premature foreclosure in occupations which prevents openness to learning and personal growth. They want students to learn to think and to have time for fundamental liberal arts values, including interpersonal relationships. Fear of vocationalism includes fear of closed minds and utilitarian values. Higher education has not yet explored the potentials of career development as a potentially liberating force in student development. People in higher education like to think of wholeness and, especially in the liberal arts, talk about the development of the whole person. There is reason to believe that a definition which sees higher eduction as primarily preparation for work is not going to get much of a hearing from the academic community. There are focused but broad definitions which have appeal to post-secondary faculty, and most of them appear to be centered in the concept of career development (Smith, 1976; Thoni and Olsson, 1975; Goldberg, 1975).

Resistance of Teacher Education. A rather severe indictment of career education in the Journal of Teacher Education illustrates the reservations many teacher educators have about the concept (Nash and Agne, 1973). While the criticisms are based largely on the federal conceptualization, they criticize what they perceive to be a highly specialized learning experience; a utilitarian view of life which neglects the spiritual and emotional; a specific body of skills and knowledge required of all, inconsistent with the unknown world of the future and perpetuating the antihuman elements in the corporate state; and a performance-based curriculum which will relieve the inequities of credentialism. It is apparent the authors have not been exposed to some of the broadened conceptualizations. They see the central questions as not "How much does a career pay?" or "How prestigious is it?" but "How will a career benefit my total life style?"

and "How can I help to create a society where every single human being can live a satisfying, autonomous, and creative life?"

The extremely limited amount of activity evident in teacher education as reported in the AIR National Survey (10 percent of responding institutions) attests to the need for a concept of career education with which teacher educators can identify. The Conference for Deans of Education held at Ohio State University in 1972 did not produce in that group a surge of support for career education. In spite of a few preservice teacher education projects around the country --- e.g., at the University of Georgia, Indiana University, Michigan State, the University of Minnesota, and The Ohio State University, among others --- there has not been a groundswell of enthusiasm for career education. While it was at least debated for awhile, and McKinney et al. (1975) have documented a fair amount of teacher education activity, it is not even being discussed as a critical issue in some Schools of Education, at least not by many professors of curriculum, educational administration, and elementary and secondary education who presumably are at the heart of the delivery system. It is probably more than coincidental that the Association for Supervision and Curriculum Development (ASCD) has not been among the associations officially supporting career education, has not had visible leadership for career education in its ranks, and cancelled a special Career Education issue of its journal Educational Leadership, scheduled for May, 1976. It appears that while inservice efforts continue, preservice teacher education activity has plateaued. It would seem that a different concept of career education is needed to move professional educators off the plateau.

Employment for All. Another and perhaps more important criticism of the career education concept is that it implies promises on which it cannot deliver. This view is expressed by O'Toole (1975), Freeman and Hollomon (1975), and Kroll

(1976). Essentially they challenge the argument that a job for everyone is at the end of the career education rainbow. Kroll in particular argues that because of different kinds of unemployment built into the American economy (cyclical, structural, seasonal, and periodic), career education cannot possibly be the panacea it professes to be for the economic problems of the underemployed and unemployed.

Work Ethics. Another criticism of the career education concept is that it is pushing or revitalizing the traditional work ethic (Morris, 1973). Most people acknowledge that the place and meaning of work in life is changing (not only for the young and the counterculture) and that there are multiple work ethics rather than one. Futurists indicate that work --- paid work --- will occupy fewer hours out of human lives in the twenty first century and that increased emphasis should be not on preparation for work but on preparation for other roles in a technological society, including leisure. The almost total absence of attention in career education discussions to the alternative futures so eminent in futurist literature is striking and indeed one of the valid criticisms of career education concepts. Some concepts attend to the changing nature of individuals in a changing society, but most assume a fitting into a status quo society.

Ethnic Minorities. A common criticism from ethnic minorities has been the fear that career education will track students into lower-level jobs (Kearney and Clayton, 1973; Chisholm, 1973. The results of the national conference on Career Education: Implications for Minorities in 1973 may have helped calm some of those fears about the impact of career education on minorities, but considerable suspicion of what career education will do to improve the quality of life for bypassed populations still exists; See p. 5 for further references to this concern.

Fears of Labor. Representatives of labor have been somewhat critical of and resistant to career education (Sessions, 1975; Bommarito, 1976). While they may agree with the need for career awareness, they fear that career education may result in channeling of children into lower level jobs. They want options for their children kept open and are concerned about too early choices. They also want their children (all children) to have a good general education, expanded career options, and a sound academic background. This view was eloquently expressed by Peter Bommarito, president of the United Rubber Workers Union of America, at the Commissioner's National Conference on Career Educaion in Houston in 1976:

> Career education can and should be an operating philosophy within our schools which helps all children become aware of the world of work in a way which broadens rather than limits their choices. It can and should help young people become aware of the world as it is as well as the way we would like it to be. It can and should be a way of bringing the community into the classroom and the student into the community. It can and should help provide options and flexibility in career choices.
>
> It cannot and should not be a new way to return to an old world of occupational predestination. It cannot and should not be an answer to youthful unemployment. That is not a problem stemming from the relevance of general education but rather a problem of an economy which does not provide enough jobs (p. 12-13).

Bommarito expressed concern that career education encourages children to leave school early, to work at substandard wages in jobs which should be held by adult workers, and that education must do more than make children job-ready with a marketable skill. Criticism was also expressed that labor has not been an equal partner with business and industry and the schools in the development of the career education concept. Nonetheless, a spirit of support was expressed for the concept along with a desire to have a part in the interpretation and definition of the concept.

Career Development of Women. That career education has not given adequate attention to career development of women or career-related sex-role stereotyping is clearly acknowledged in the literature (Vetter, 1973; Mitchell, 1973). In spite of the burgeoning of Labor Department and Women's Bureau literature and the serious efforts of the National Institute of Education to research career problems of women, many of the career education concepts appear to be geared primarily to males. The AIR National Survey (McLaughlin, 1976) found considerable stereotyping in the composition of classes and in the materials examined. Examination of conceptual models reveals little more than lip service to career development of women in most of them. Perhaps this is not unusual if one realizes that most of the definers and conceptualizers, with few exceptions, have been males socialized in the old work ethic. That all the major presenters and conceptualizers at national career education forums and conferences were male was reinforced by the Commissioner's National Conference on Career Education in Houston in November, 1976. The fact that all of the keynote speakers and general session panelists, the board of directors, and the steering committee were male gave the distinct impression that career education is a male concept. It can be strongly argued that if career education is to be a human development concept, it has to reflect the career needs of the 51 percent females as well as the rest of the population. One conceptual model which gives particular attention to the career needs of women is the CDC model described earlier (Tennyson et al., 1975). "A Career Development Curriculum Model to Promote Female Growth" is part of the larger University of Minnesota conceptual formulation (Hansen, 1974). The need for women, as for ethnic minorities, to have equal opportunity to choose, prepare for, enter, and progress in high level jobs remains a critical problem which career education has not adequately addressed.

Career Education Atheoretical. Perhaps one of the most remediable criticisms of career education is that it is atheoretical, that it lacks a solid theoretical and philosophical base. Along with this is the charge that it is anti-theoretical and anti-intellectual. This charge needs to be discussed in some detail.

There can be little doubt that the career education concept is being advanced by a great variety of educators, business-industry-labor personnel, federal agencies, state agencies, and social and behavioral scientists, some with a more theoretical orientation, others more practical, with differing kinds of expertise and with different rationales and purposes.

Part of the anti-intellectual charge has come as a result of the approach used by the Office of Career Education to define and gain consensus on career education. Agreement was sought from mini-conference participants, State Directors of Vocational Education, State Directors of Career Education, and other selected educators on the basic elements of the USOE concept. Missing from the reactor group were equal numbers of representatives from academic subjects, teacher education, curriculum, counseling, and the behavioral sciences. A high degree of consensus is reported (Hoyt, 1975) among the 275 persons attending the mini-conferences, but the extent to which this group was a representative sample is still in doubt.

One of the criticisms of the official USOE position paper and much of the federal effort is that it fails to draw on the body of empirical knowledge and theory available directly relevant to career education (Super, 1976). The literature references to vocational psychology and career development theory, for example, in the evolving concept are scarce, with most cited references coming from manpower planning and labor economics literature. The lack of an educational theory, as well as contradictions to knowledge in career development theory and research, are among the valid criticisms of career education, especially of the CCEM Model I (La Duca and Barnett, 1974). Esther Matthews, past president of the National Vocational Guidance Association, states the case well when she says a missing link is "our uneasiness with the absolute necessity for building philosophy and theory as a springboard for methods, materials, and applications. In essence, we are now confronted with random materials in search of a philosophy" (1975, p. 652).

The field of career education is not without a theoretical framework, although the federal conceptualization does not appear to have used one. There are conceptual models of career education which have attempted to relate theory and practice, to link activities to program objectives, and create theoretically-based scope and sequence models for career education. The conceptualization of Gysbers and Moore (1974) draws heavily on career development theory; Tennyson, Hansen, Klaurens and Antholz (1975) have built their career management model on the developmental and psychosocial tasks of Havighurst and Erikson, the career development theories of Super and Tiedeman, and the cognitive developmental theories of Piaget and Harvey, Hunt, and Schroder. At the operational level, the Experience-Based Career Education Model accuses John Dewey of "streaking through career education" (Owens, et al., 1974). Both Herr (1972) and Marland (1974) at least allude to the possible influence of Dewey on career education. The Mesa, Arizona, Comprehensive Career Guidance Project drew on the cognitive development framework of Harvey, Hunt and Schroder for its rationale (McKinnon and Jones, 1975); the Roseville Elementary and Secondary Career Education Project has adapted the University of Minnesota CDC conceptual framework and built in concepts of organizational change theory and career development theory (Benson and Blocher, 1975).

It may be that the best way to approach career education is to try out somebody's good idea, disseminate it, and have others use it. One of the major criticisms of the relatively few career development programs in existence in the late sixties was the fragmentation and lack of a developmental sequential framework (Hansen, 1970). Some of those criticisms still apply today. In spite of the genuine values of creativity and enthusiasm generated among practitioners by the grass roots approach, there are many educators who will not buy into a brand of career education which they see as lacking in a solid theoretical and conceptual base.

In spite of the fact that the word "developmental" appears often in the concepts and definitions, a truly developmental concept of career education is missing from the federal models. The author made this point explicitly when testifying for APGA on HR 11023, the Perkins Elementary and Secondary Education Bill in February of 1976 (Hansen, 1976). She urged a broad definition of career education based on career development theoretical models and concepts of developmental tasks, multiple talents and roles, changing individuals in a changing society, and adequate assistance and information through counseling, exploratory experiences, and career resource centers.

A Career Development Theme. The major point to be made here is that, as Matthews (1975) suggests, the career education movement, if it is to grow and impact society, can no longer afford to be "a set of random materials in search of a philosophy." The theoretical frameworks, the conceptual tools, and the program development models, methods, and materials are available; what is needed is that they be brought together, as Herr suggested in 1969, under a unifying concept with which academic and vocational educators, guidance and counseling personnel, business-industry-labor and government, and parents and students can identify. It is the proposition of this paper that that unifying concept is the career development of individuals over the life span, whether they are at home, in school, or at work. A question still remains as to whether educators at all levels, as well as community members, really want a unifying concept or prefer to go along doing their own thing; whether they can accept career-oriented education as one of the goals of education; and whether they can develop not only better education-to-work linkages but better education-to-education linkages, i.e. among educators themselves; and education-to-home linkages in order to have a more positive impact on parents, who still have the greatest influence on the career development of children and youth. It is proposed here that a broad developmental concept, drawing from the best theoretical and research knowledge available in developmental psychology, career development theory and research, vocational psychology, occupational sociology, industrial relations and labor economics holds the most promise for meeting the challenges of human career needs and for creating viable programs with a chance for support from theoreticians and practitioners alike. The remainder of this paper will attempt to outline the parameters of such a concept of career education for consideration by the National Advisory Council for Career Education.

An Expanded Concept of Career Education

In creating an expanded concept of career education, the writer has been strongly influenced by John Dewey and will integrate his ideas rather fully along with those of career development theorists and researchers. Career development as a search for meaning and purpose in experience and as a vehicle for integrating life roles will be explored.

To parallel the work of Marland and Hoyt and to obtain a more adequate perspective on the concept of career education, it is useful to examine what non-career educators are saying about reform and direction in American education. One of the most provocative and relevant discussions is that of educational historian R. Freeman Butts in his article "The Search for Purpose in American Education" (1975).

Butts recalls the Seven Cardinal Principles of education which in 1918 first broadened the social role of education to include "Health, Command of Fundamental Processes, Worthy Home Membership, Vocation, Citizenship, Worthy Use of Leisure, and Ethical Character" (p. 6). In elaborating his own Seven Historical Purposes of Education, Butts suggests that four major purposes dominated education during the first three or four decades of this century: 1) The call for academic discipline (intellectual training and cognitive achievement); 2) the call for social efficiency (utility of education to daily lives of students); 3) the call for individual development (progressive education's emphasis on the child and individual differences; and 4) the call for vocational competence (to prepare all youth for a job in the rapidly industrializing society). He points out that the rush to vocational competence has in the mid-1970s, especially in higher education institutions, been fed by a period of economic recession, growing unemployment (and underemployment), financial retrenchment, and stabilizing or declining enrollments.

Perhaps of equal if not more significance are the three fundamental purposes which have come to the fore in the last three decades: 5) the search for freedom (freedom of choice among parents, teachers, and students); 6) the search for equality (equal opportunity regardless of race or sex to eliminate inequality of access and inequality of result); and the search for community (especially political community in which the interactive processes of equality and freedom are brought into dynamic relationship). Butts sees the latter purpose as the most important and as the starting point. Calling for a different kind of reform, he says:

> American education should view its primary purpose as the achievement of the most inclusive possible community, committed to resolving the tension between the principles of freedom and equality and to promoting an active and normative commitment to justice and the principle of equal liberties. Just how to apply these principles to the knotty educational policies of access, control, support, organization, curriculum, teaching, and research ought to keep us busy enough for the coming year of discussion and planning for the massive turnaround that the whole educational system requires (p. 18).

While this brief summary does not do justice to the article, it points up some significant issues in relation to career education:

1) The kind of educational reform Butts calls for has a much larger context which goes back to the democratic principles on which this country was founded.
2) The place of vocational competence in life is one of several purposes of education and needs to be viewed in the larger context.
3) The needs of the individual and the needs of society have been and continue to be compelling forces in the search for an adequate educational philosophy and structure for American education.
4) Economic reward and materialistic goals are not the only end toward which the educational system must direct its energies.

Another source of more direct philosophical analysis of career education is behavioral scientists such as anthropologist James Spradley (1973). He suggests that career education must deal with the need to enhance the continuity between school and work but that its primary goal is "to enable every person to make informed choices as he develops his own career" (p. 17). Using the word "career" in the broader definition of "the course of one's life," he urges consideration of the lifelong process of decision-making and attention to the concepts of multiple careers, career change and career choices.

Of particular interest is his view of informational needs not only of interests and abilities and of specifications for occupations but of occupational cultures. He states:

> The world of work is not merely forty hours a week, income and promotions. It is a life style, a set of values and assumptions. It means membership in a group with its own customs and mores. The satisfactions and frustrations of a career are results of this wider occupational culture far more than they are dependent on the income and status of a job (p. 18).

Spradley sees the major means to making informed choices as career information, career experience, career skills training, contact with career models, and career decision-making. Among the potential positive consequences of this kind of an emphasis are 1) an appreciation for the dignity of many different kinds of work; 2) increased motivation through a sense of competence; 3) increased motivation through relevance; 4) increased adaptability to change; 5) increased vocational options; and 6) equal opportunity for women.

Contributions of Vocational and Counseling Psychology

Among behavioral scientists whose work has not been adequately reflected in the federal conceptualizations are the vocational psychologists and counseling psychologists, especially those who write in the area of individual differences and are concerned about stereotyping. While career education writers occasionally genuflect in the direction of Donald Super, the contributions of vocational theorists and researchers (Crites, 1969) for the most part have not been integrated into the career education concept. Although Herr (1972) in his review of the foundations of career education includes in a chapter on "Theoretical Bases" brief summaries of Ginzberg, Super, Tiedeman, Gribbons and Lohnes, Roe, and Holland, one does not get the sense that these are integral parts of the career education concept. He does suggest that they support that

1) Career development is an ongoing process which extends from infancy through at least young adulthood.
2) Career development can be described in terms of learning tasks, frequently culturally defined, which are important at each stage of development.
3) Career development is modifiable.
4) Since career development is tied to physical and personality development, its facilitation should not be compartmentalized or isolated.
5) Because the potential exists to identify the attitudes, knowledge and skills which make up career maturity or development, it is possible to develop objectives which encompass these factors.
6) Where career development theories have direct implications for education, vocational education or guidance, it is as they focus on the student or adults understanding (Herr, 1972, pp. 65-66).

The correlation of vocational psychology and career development with the views of anthropologist Spradley are apparent. Focus on career decision-making as a process, development of positive self-concepts, providing individuals with a sense of agency and control over their own lives, adaptability skills for changing life positions and roles, the multipotentiality of individuals, and the concept of career maturity are all salient aspects of current theoretical formulations and research.

It is a major contention of this paper that the gaps in the current federal conceptualizations require a reconceptualization which draws from the best knowledge available in educational theory and the behavioral and social sciences (which has been lacking), as well as from that in labor economics and manpower planning, (which has been in clear evidence), to provide a comprehensive base to help American education, through career education, achieve its goals not only for vocational competency but for human and societal development.

An expanded concept of career education is proposed in the rest of this paper. It is suggested that a theoretical rationale and framework does exist on which career education can build its operational programs and that this framework is broad enough to provide a useful integration of the efforts of all those involved in the career education enterprise. This rationale, along with principles of an evolving concept, is presented as a means through which educators can contribute to the larger purposes of not only making education more meaningful for each individual but of improving the quality of society as well.

It is proposed that the educational theories of John Dewey, along with career development theory and research, provide the most solid and unifying base for program development and conceptualization in career education for diverse settings and populations across the nation.

Dewey's Contribution to an Evolving Concept of Career Education

It is the thesis of this paper that Dewey does more than "streak through career education," as Owens et al. (1974) suggested. A review of some of Dewey's major works leads to the inevitable conclusion that the kinds of educational processes he was describing in Democracy and Education (1938) provide the most solid undergirding for the career education concept as it is evolving in the late 1970s.

Linking Academic and Vocational. It should be pointed out that the relationship between Dewey and career education has been noted by several writers (Herr, 1972; Marland, 1974; Owens et al., 1974; O'Toole, 1975; Butts, 1975). The linkage of Dewey's thought to vocational education is especially clear. With the development of industrial education, Dewey opposed a narrowly utilitarian theory or practice. If children learn by doing, as he suggested, industrial education provided the opportunity to satisfy native tendencies to explore, to manipulate tools and materials, and to construct and create. He saw industrial education as a correlating medium for other subjects. He did not want to take industrial training out of the school system but wanted it integrated with what he called cultural education to produce workers with greater directive power in their work (Herr, 1972). Dewey was also concerned that democratic education, to which he was deeply committed, require no separation of academic and vocational and that "Knowledge (centering) around occupational activities is vital because it has reference to needs" (Marland, 1974, p. 138).

Experience and Inquiry. While indicating that Dewey's ideas have had relatively limited impact on the mainstream of practice in the public schools, Butts (1975-76) also cites the influence of Dewey on those major purposes of education related to individual development and vocational competence. Especially pertinent was Dewey's statement about the dangers of separating academic and vocational studies:

> There must not be one system for the children of parents who have more leisure and another for the children of those who are wage-earners....A division of the public school system into one part which pursues traditional methods, with incidental improvements, and another which deals with those who go into manual labor means a plan of social predestination totally foreign to the spirit of democracy.
>
> A democracy which proclaims equality of opportunity as its ideal requires an education in which learning and social application, ideas and practice, work and recognition of the meaning of what is done, are united from the beginning and for all (1915, p. 316).

Owens et al. (1974) see Dewey's theory, especially its advocacy of experiential learning, as forming a solid philosophical framework for evaluating the Experience-Based Career Education program. EBCE, described earlier, is that portion of the federal career education models designed to provide integrated learning experiences out in the community, "to integrate a student's knowledge of a variety of careers with the acquisition of cognitive, interpersonal and affective skills through a series of planned experiences with identified learning outcomes" (p. 2). The student sees meaning for activities through involvement in the "real world" in which he or she learns applied basic skills, career skills, and personal skills. The emphasis is on Dewey's inquiry model in which the learners are an integral part of the total situation, changing their environment and being changed by it. The dynamic interaction between the learner and the environment, combined with a problem-solving process, such as problems confronting EBCE students (interpersonal, communication, task, or other), are real-life problems which may occur in any work site. The continuity of relevant experience depends on the ability to link a number of separate experiences dealing with similar phenomena so that the results are generalizable to future experience (Owens et al., 1974, p. 6).

Dewey, in the restatement of his theories in 1938, pointed out that experiences may be either noneducative, educative, or miseducative. It is the responsibility of educators to structure situations —— the learning environment of the student —— to maximize the conditions of the inquiry process and the quality of educative experiences. The EBCE emphasizes processes and probably is the most sophisticated and well-conceptualized operational model of career education under development. Its clear link not only with the theories of Dewey but with vocational education's emphasis on work-experience and community involvement makes it one of the viable models for career education.

Continuity and Interaction. Dewey's 1938 reconceptualization of his earlier ideas stressed the importance in sound educational experience of continuity and interaction between the learner and what is learned. It affirmed an intimate and necessary relation between the processes of actual experience and education.

Besides lending support to EBCE and the concerns currently and strongly expressed by vocational educators, it provides a strong theoretical base for the kinds of developmental experiences recommended in some of the more broadly-based conceptual models of career education. Dewey criticized dualistic "either-or" thinking and cautioned against the development of principles negatively or defensively. He saw the one permanent frame of reference as the organic connection between education and personal experience. The educator should arrange for the kind of experiences which promote having desirable future experiences. He says, "...the principle of continuity of experience means that every experience both takes up something from those which have gone before and modifies in some way the quality of those which come after" (p. 35). This continuity of experience is identified with growth, and Dewey asks whether it creates conditions for further growth or shuts off possibilities for continuing growth. A fully integrated personality, in Dewey's view, exists only when successive experiences are integrated with one another. It can be built only as a world of related objects is constructed (p. 44). This concept is extremely important, not only to experience-based career education but more broadly in helping individuals see the relationship of work to other life roles.

Preparation for the Future. In emphasizing the experiential continuum, Dewey sought to prepare people for an unpredictable future. He wanted to instill realistic expectations and to equip youth to find educative experience even in the worst jobs. In describing work, he said that education must help to carry individuals over dead places in the future and that "each worker should have the education which enables him to see within his daily work all there is in it of large and human significance." He argued that education should be growth, that it should be based on self-discovery, and that it should provide a marriage between liberal and technical education" (O'Toole, 1975).

Dewey's definition of the true meaning of "preparation" has special significance for the concept of career education. It means "that a person, young or old, gets out of his present experience all that there is in it for him at the time in which he has it....only by extracting at each present time the full meaning of each present experience are we prepared for doing the same thing in the future" (p. 49). He sounds like the precursor of the futurists when he says that the persons who have some understanding about the relationship of the present and the future have the responsibility for providing the conditions for the "kind of present experience which has a favorable effect upon the future" (p. 50).

Those who approach career education from a curricular (vocational or academic), a futuristic, or a psychological perspective must see some linkages with Dewey's concept of development and growth and the interaction and continuity of experience. Combined with the emphasis on experience-based cognitive reflection and problem solving, these concepts provide a promising, logical unifying base for the career education concept.

Career Development Theory's Contribution to an Evolving Concept

The second body of knowledge which offers an undergirding for career education is career/vocational development theory and research. Although it also appears in bits and pieces in the career education literature, as pointed out earlier, it does not appear to have had a profound impact on the federal conceptualization. It is therefore proposed that the evolving concept incorporate more fully knowledge from vocational psychology (Crites, 1969) and career development (Borow, 1966; Super, 1976) and its applications in career guidance (Harris-Bowlsbey, 1975; Hansen, 1972; Leonard and Vriend, 1975). Aspects of career development theory already have been described in some of the non-federal conceptualizations. Attempts will be made here to identify those strands of career development theoretical formulations which appear to be most relevant to the career education concept, particularly those of Donald Super and David Tiedeman.

Contributions of Super. Super's (1953) definition of vocational development which linked the choice of an occupation with the implementation of a self concept is well known. He suggested that career is a sequence of positions in the life of an individual of which occupation is only one. His framework is that of life stages and the positions and roles people occupy as they go through each life stage, along with the developmental tasks facing them. In Super's more recent view, life stage theory brings out the fact that as people mature, they play a variety of roles in a variety of theaters and that identification of these roles and theaters is helpful in understanding the nature and sequences of careers (Super, 1975). The roles he identifies are those of child, student, worker, spouse, parent, homemaker, citizen, "leisurite," annuitant, and patient. The theaters are the home, community, school, workplace, and retirement community or home. While some have questioned the adequacy of the five vocational life stages Super defines (growth, exploration, establishment, maintenance, and decline) as accurate descriptors of the life stages of women and men today, the life-stage framework is a useful one. The concept of career patterns and different patterns for women and men also requires a different kind of thinking about human vocational behavior. His description of continuous careers vs. discontinuous careers and of ego-involving and expressive occupations vs. society-maintaining and responsive occupations is extremely important in thinking about kinds of curriculum, counseling, and other interventions needed to facilitate career development for different populations over the life span (Super, 1976).

Super (1976) identifies the following objectives of career education and career guidance to counteract misunderstanding and the non-utilization of concepts of career development and career maturity in the earlier career education conceptualizations:

1) To provide students with an understanding of the nature and sequence of life stages and of career stages, of the developmental tasks which characterize these stages, and of the changing major roles which people play (in sequence and simultaneously) in the various theaters of activity in the several life stages;

2) To help students develop realistic self concepts, with esteem for themselves and others, as a basis for career decisions;

3) To develop in students a realistic and appreciative understanding of the evolving world of work, with a broad perspective on opportunities and a specific focus on one or more clusters of occupations, together with knowledge of the educational and occupational changes which may be encountered;

4) To help students know and appreciate the many changing avocational, domestic, and civic outlets for developed interests and abilities, outlets which in an automated society often supplement, complement, or even supplant paid work in making a satisfying career;

5) To provide a basis for the making of sequential, increasingly specific, and sometimes recycled career decisions in which self and occupational knowledge are synthesized for self-realization in work, in homemaking, in civic life, and in leisure, in ways

which meet social as well as individual needs;

6) To make these experiences available in ways appropriate to all students at each stage of their formal and continuing education (p. 43).

The more specific developmental performance objectives of the Minnesota Career Development Curriculum proceed from similar general objectives.

Contributions of Tiedeman. Tiedeman's major contribution to career development theory is a self-constructionist concept of the ability of individuals to exercise control over the development of their own careers and over the process of career decision-making. From his earlier conceptualization of self differentiation-integration (with O'Hara, 1963), he currently emphasizes the self as an agent of direction in this process of decision-making in which the individual becomes more conscious and deliberate in that process (Tiedeman, 1975; Tiedeman and Miller-Tiedeman, 1975). While some of Tiedeman's theory is difficult to understand and perhaps less fully tested out, its basic tenets have provided part of the base for models which have a more humanistic orientation, such as Gysbers' and Moore's (1974) Career-Conscious Individual and Hansen and Tennyson's (1975) Career Development Curriculum.

Major Principles of Career Development

Major principles drawn from the career development theories by Hansen and Tennyson are as follows:

1) Career development is a lifelong process of self-development, work being viewed as a vehicle for self-clarification.

2) Career development includes the opportunity to examine life roles, occupations, and life styles.

3) The process of life-span career development and decision making is emphasized more than specific choice or choices.

4) Management of one's career, the power to direct one's future, the ability to maximize control over one's life is a major goal.

5) The concept of multipotentiality - that each person has the potential for success and satisfaction in a number of occupations - frees individuals from the fear of making wrong choices and increases their available options.

6) Commitment with tentativeness is integral to a concept based on changing individuals in a changing society and one which recognizes the importance of chance or random factors in career decisions(Hansen and Tennyson, 1975; p. 641).

Harris-Bowlsbey (1975), who also concurs that career development is a basis for career education, suggests that 1) career development is a lifelong process which can be differentiated into definable stages, based on developmental tasks and coping behaviors; 2) choice of an occupation is as important for making a life as it is for making a living; 3) individuals can exercise a larger degree of control over career choices and emergence; and 4) the influence of race, sex, or minority-group membership should be erased (pp. 5-6).

The foregoing discussion embodies a number of tenets which it is proposed should be included in the expanded career education concept. Among the writers who have evidenced awareness of career development theory in discussing career education, Harris-Bowlsbey (1975), developer of one of the most advanced systems of computer-assisted vocational guidance, believes several of the newer career development concepts already have been adapted in the career education movement; Super criticizes the misuse of terms, the multiplicity of definitions for the words occupation and career, and the non-utilization of theory; and Hansen and Tennyson (1975) and Gysbers and Moore (1974) have built conceptual models utilizing career development theory. It is of interest that most of these criticisms and models have come from the field of career guidance, an area whose history and contributions are also much ignored in the formal conceptualizations.

A case has been made for the concept of career education to be expanded beyond an economic and vocational education emphasis to include a vocational psychology, career development, and career guidance emphasis. The need for curriculum development and teacher education leaders to be among the viable conceptualizers and definers also has been expressed. When the Association for Supervision and Curriculum Development recently dedicated an entire issue of its journal to the question "Who Is Involved in Curriculum Development?" there was no evidence of a response relating to career education (Educational Leadership, October, 1976).

Societal Trends and Career Education

Career Education and Futurism

The obvious linkage between concepts of career education and the emerging field of futurism also needs to be more fully explored.* A basic question is how career education can contribute to both the individual's and institutions' capacity to not only deal with change but to *create* change. The futurists' projections and scenarios about changes in housing patterns, transportation patterns, marriage and family patterns, and citizenship patterns, as well as work patterns, in an advanced technological society have enormous implications for the career education concept. The growing interest in such expanding fields as environmental engineering, solar energy and human services (new societal-need occupations) reflects a different kind of emphasis needed to develop and recycle both natural resources and human resources in career education programs. If futurists' projections that the human life span will increase in the twenty first century are accurate, new ways of thinking about work, career, and leisure will be required, and the vocational life stages and developmental tasks may have to be redefined. Already this is beginning to happen as society addresses the needs of adults in midlife career shifts (Schlossberg, 1975), women and ethnic minorities (Harrison, 1976), and senior citizens seeking to experience greater joy and self-direction and to extend their active lives (Sarason, Sarason and Cowden, 1975). The need to help individuals get some control over change and to help construct desirable alternative futures as they begin the process of aging is widely acknowledged in the literature. Developing the capacity of individuals to construct their own experience and control their environment is one of the most important - yet elusive - goals in society and in career education (Hansen, 1976a).

---

* Portions of this section were adapted from "Counseling for a New Era," a paper presented by the author to the American Personnel and Guidance Association Convention, Chicago, Illinois, April 14, 1976 (Hansen, 1976a).

Choice Dilemmas. The dilemmas of choice and the need to help individuals make creative choices among the roles and goals available to them over the life span must be addressed by career education. Increasingly women and men in our society are choosing their own life roles. With increasing self awareness,they are becoming insistent on choosing - even creating - the goals and means they consider to be of value to themselves and society. Because of the difficulty of knowing the range of options available and the means to achieve them, career education must assist in creating options and in helping individuals acquire the skills for choosing --- whether that choice relates to partner, community, family, leisure, or work; it must also help individuals acquire the skills for planning, reflecting on, and integrating the various roles of their lives in relation to their own values and value systems.

Since many women and men in American society do not have a real choice, one of the visible goals of career education must be to increase the range of choices in work and family and the means to attain them. If career education is going to stress creative choices and expanding options, it must help individuals literally transcend their socialization, and without demeaning those of other generations or cultures who may believe in old norms and symbols (such as the traditional male work ethic), open possibilities for new roles and combinations of roles.

Sex-Role Stereotyping. Career education, if it is to break down some of the sex, race, and ethnic stereotypes about which it professes concern, must communicate that new roles and multiple roles are both possible and desirable for both women and men. This is consistent with the multipotentiality concept which suggests individuals have potential to do many things and that they may choose to develop and use certain potentials at different stages and in different roles in their lives. Implicit in this is the need to learn which roles are most satisfying to each individual and how to attain them. Through career education individuals need to learn that they may choose *concurrent* roles as father, husband, and worker or as mother, wife, and worker; or that they may choose *sequential* roles over the life span, giving different amounts of time and energy to those roles at different stages of life; that they can have *shared* roles rather than *owned* roles --- sharing with their partner the jobs of breadwinner, volunteer, babysitter, child-care worker, cook, and housekeeper; as well as opening up new roles in which individuals can work and play, use their talents, and develop their interests; that they can have *multiple* roles or they can have *one*; that they can and may be single workers and not necessarily part of two-worker families. With the concern about both unemployment and underemployment and the changes in the composition of the work force, as well as in the condition of the work place, individuals need to know that everyone does not have to be out in the job market or hold a wage-earning job. Career education needs to provide exposure to people in both traditional and nontraditional patterns of work and family --- from single person to nuclear family to dual careers to equal partnerships to shared jobs to single parents to communal families --- and other kinds of career patterns which may emerge in the future.

Principles of an Expanded Concept

Much has happened through career education efforts in the past several years that has been constructive. At this point in time, however, it is necessary to broaden the concept so that it includes not only the economic role but other life roles as well. Economic participation, especially for those who have been outside the opportunity structure, remains an important part but not the only focus of career education programs.

It is proposed that if career education is to become acceptable to greater numbers of educators at all developmental levels and to achieve its goals, the expanded concept of career education should include the following principles which have major implications for legislation, training, program development, and implementation.

1. The expanded career education concept is a person-centered concept which takes into account the changing nature of both individuals and the environment and the concurrent need for flexible and adaptable human beings (Hansen, 1974b). This means developing people for situations and competencies which may not exist now and for largely undetermined futures. It also means helping them to create desirable alternative futures.

2. The expanded career education concept is a humanistic developmental one which integrates into its basic aims the twin goals of human development and experience. This implies a view of development as positive growth and of experience as the need for continuity and interaction between the learner and what is learned. Through exploratory work experiences, with the help of educators, individuals can learn to integrate self knowledge with occupational knowledge in their career decisions.
3. The expanded career education concept builds on a solid rationale and conceptual framework of the best knowledge available in career development theory and research. This means that programs are based on what is known about the occupational socialization process, career needs of youth and adults, stereotyping and information processing, developmental tasks at different life stages, and career decision-making processes.
4. The expanded career education concept identifies a sequential, kindergarten-to-adult set of objectives from the empirical literature in developmental psychology as a basis for exposing all individuals through curriculum, counseling, and community to a wide spectrum of career knowledge, information, skills, and attitudes. This includes knowledge of self, of educational, occupational, family, and leisure alternatives, and of vocationally related skills, and emphasizes the centrality of the career decision-making process.*
5. The expanded career education concept continues to provide for a wide range of two-way community involvements, paid and unpaid, including alternative education-to-work linkages, business-industry-labor-government

---

*Adapted from a paper presented by the author in A Comprehensive View of Career Development, Walz, Smith, Benjamin. Washington: APGA Press, 1974.

internships and exchanges, parent and worker involvements in schools, and student involvement in community. This means continuing the search for effective ways to utilize community resources and to create flexible school structures to expand career exploration opportunities for individuals.

6. *The expanded career education concept, recognizing the need for individuals to know a great deal about the occupational and educational world in order to manage it, acknowledges that many occupational clustering systems and career information systems can be utilized to assist in acquiring, knowing, and processing information*. This includes the need to more fully incorporate the advanced work done on computer-assisted career guidance and information systems across the nation.

7. *The expanded career education concept recognizes the central place of counseling and guidance as part of its delivery system and the unique historical and contemporary contributions of vocational and career guidance to the career development of children, youth, and adults*.

8. *The expanded career education concept recognizes the importance of role integration --- the need for individuals to examine and prepare for work roles in relation to other life roles in family, community, and leisure --- and to clarify their values with respect to the meaning of work in their lives*.

9. *The expanded career education concept reaffirms the importance of helping individuals in the transition from school to work, school to further education, and school to other alternatives, and of the need for educational institutions and agencies to more adequately fulfill the placement functions in assisting individuals to take the next step or reach the next stage*. It recognizes that paid employment is only one of the possible outcomes of career education.

10. *The expanded career education concept stresses the importance of attending to special needs of bypassed and underserved populations, especially women, the handicapped, ethnic minorities and those in poverty*. More emphasis on

career needs of economically, physically and mentally handicapped, ethnic minorities, and women must be an integral part of the evolving definition, accompanied by genuine efforts to eliminate the occupational stereotyping and sex-role socialization which limit choice for both women and men.

11. The expanded career education concept is seen not only as a response to crisis in education but as a comprehensive, unifying concept of human development which can provide a means for effecting change within individuals (faculty and students) and institutions. This means attention must be directed not only to the substance of career education but to systems change process if career education is going to become available through a variety of strategies delivered by all segments of school and community. The need is for a coordinated approach which includes administrators, classroom teachers, vocational educators, counselors, parents, and community. Also needed is a clear delineation of the most appropriate functions of teachers, of counselors, of community, and of media in the career education effort.

12. The expanded career education concept is a time-oriented concept which recognizes that it can help individuals not only prepare for the future but to see the relationship of the future to the past and present. It emphasizes the present as part of career and the need for individuals, as they choose, develop, experience and integrate their various life roles, to gain a sense of self-direction and manage with some deliberateness the stage of career they are in at present.

While it is difficult if not impossible to obtain real consensus on definitions of career education and its related terms, the following modified definitions, originally presented as a supplement to APGA testimony given on the Perkins' Elementary and Secondary Career Education Act (Hansen, 1976b), are offered for consideration:

Expanded Definitions

CAREER DEVELOPMENT is

- a continuous, lifelong person-centered process of developmental experiences
- focused on seeking, obtaining, and processing information
    - about self (values, interests, abilities),
    - about occupational-educational alternatives,
    - about life style and role options,
    - about socioeconomic and labor market trends, and
- engaging in purposeful planning
    - in order to make reasoned decisions about work
    - and its relation to other life roles
    - with benefit to self and society.

CAREER EDUCATION is

- a person-centered developmental, deliberate and collaborative effort
- by educators, parents, and business-industry-labor-government personnel
- to systematically promote the career development of all persons
- by creating experiences to help them learn academic, vocational, and basic skills,
- achieve a sense of agency in making informed career decisions,
- and master the developmental tasks facing them at various life stages
- through curriculum, counseling, and community.

CAREER GUIDANCE is

- a systematic program involving counselors and teachers
- which is part of career education
- designed to increase one's knowledge of self,
- of occupations, training paths, and life styles,
- of labor market trends and employability skills, and
- of the career decision-making process and
- which helps the individual gain self-direction
- through purposefully and consciously
- integrating work, family, leisure, and community roles.

References

Agne, R.M. and Nash, R.J. School counselors: the conscience of career education. *The School Counselor*, 1973, *21*, (2), 90-101.

ACES: Association for Counselor Education and Supervision. *Position Paper on Counselor Preparation for Career Development/Career Education*, unpublished, 1976.

AIR Summary Report: *Survey and Assessment of the Status of Career Education in the Public Schools during 1974-75*. Palo Alto, California, American Institutes for Research, 1976.

American Personnel and Guidance Association. *Position Paper on Career Guidance*. *Career Guidance*: *Role and Functions of Counseling and Personnel Practitioners in Career Education*. Adopted by APGA Board of Directors, December 1974.

AVA-NVGA Commission on Career Guidance and Vocational Education. *Position Paper on Career Development*. Washington, D.C.: National Vocational Guidance Association, 1973.

Bailey, L.J., and Stadt, R.W. *Career Education: New Approaches to Human Development*. Bloomington, Ill.: McKnight Publishing Co., 1973.

Benson, A.H. and Blocher, D.H. The change process applied to career development programs. *Personnel and Guidance Journal*, 1975, *53* (9), 656-662.

Bommarito, P. The role of labor in career education. Speech presented to Commissioner's National Conference on Career Education, Houston, Texas, November 9, 1976.

Borow, H. (Ed.) *Man in a World at Work*. Boston: Houghton-Mifflin, 1964.

Borow, H. (Ed.) *Career Guidance for a New Age*. Boston: Houghton-Mifflin, 1973.

Borow, H. The development of occupational motives and roles in children and youth. In L. W. Hoffman and M. L. Hoffman (Eds.), *Review of Child Development Research*. New York: Russell Sage Foundation, 7, 1966, 373-422.

bread and butterflies: *a project in career development for nine-to-twelve year olds*. Bloomington, Ind.: Agency for Instructional Television, 1974.

Brickell, H.M., Aslanian, C.B., Grossman, R., Spak, L.J., Callaway, M., and Smith, K.S. *Taxonomy and Profiles of Career Education*. New York: Policy Studies in Education, 1974.

Bucknam, R.B. The impact of EBCE--an evaluator's viewpoint. *Illinois Career Education Journal*, Spring 1976, *33* (3), 32-36.

Butts, R.F. The search for purpose in American education. *The College Board Review*, Winter 1975-76, *98*, 2-19.

Caldwell, M. and Caldwell, R. Career education: Theory and practice. *The English Journal*, September 1973, *21* (2), 908-914.

Campbell, R. The Career Planning and Support System. Columbus, Ohio. The Center for Vocational Education, 1975.

Campbell, R.E., Walz, G.R., Miller, J.V., and Kriger, S.F. Career Guidance: A Handbook of Methods, Columbus, Ohio: Charles E. Merrill Publishing Co., 1973.

Career Development, Guidance, Counseling and Placement Project Newsletter, Summary reports of state activities. Columbia, Missouri: University of Missouri, August, 1972.

Career Education: A report of the North Carolina Career Education Task Force. (Curriculum/Administration Series). North Carolina Department of Public Instruction, 1973.

Career Education in Florida. An Official Department of Education Position Paper. State of Florida, Department of Education, Tallahassee, Florida, October, 1973.

Center for Vocational and Technical Education. Developmental Program Goals for the Comprehensive Career Education Model. Columbus, Ohio: Ohio State University, 1972.

Chisholm, S. Career education and minorities. New Generation, Winter, 1973, 55 (1), 26-28.

College Entrance Examination Board. Preparing school counselors for educational guidance. Report of a Conference on Guidance for Post-Secondary Education, Chicago, March 1966, New York: CEEB, 1967.

Committee on Labor and Public Welfare. Report of the Committee on S. 1539. Washington, D.C.: The Committee, March 28, 1974.

Cook, J., Stenning, D., and Tiedeman, D.V. Educating for the Integration of Occupational Clusters Into Careers. Information Series No. 3, CE 004 793. De Kalb, Ill.: ERIC Clearinghouse in Career Education, 1975.

Crites, J.O. Vocational Psychology--The Study of Vocational Behavior and Development. New York: McGraw-Hill, 1969.

Datta, L. and Rieder, C.H. Career education in the National Institute of Education. New Generation, Winter 1973, 55 (1), 5-13.

Davenport, L. and Petty, R. (Eds.) Minorities and Career Education. Columbus, Ohio: Hagnesworth, 1973.

Dellefield, C. Wanted: A working definition of career education. Educational Leadership, September 1974, 31 (2).

Development Associates. Handbook for the Evaluation of Career Education Programs. Washington, D.C.: Development Associates, 1974.

Dewey, J. Democracy and Education. New York: E.P. Dutton and Co., 1915.

Dewey, J. Experience and Education. Kappa Delta Pi, 1938. New York: Collier Books Edition, 1975.

Dewey, J. and Dewey, E. Schools of Tomorrow. New York: E.P. Dutton and Co., 1915.

Dunn, A.J., Steel, L., Melnotte, J.M., Gross, D., Kroll, J., and Murphy, S., Career Education: A Curriculum Design and Instructional Objectives Catalog. Palo Alto, Calif.: American Institutes for Research, 1973.

Educational Leadership, October 1976, 34 (1), entire issue.

Ferrin, R.I., and Arbeiter, S. Bridging the Gap: A Study of Education-to-Work Linkages. New York: College Entrance Examination Board, 1975.

Freeman, R. and Holloman, J.H. The declining value of college going. Change, September 1975, pp. 24-31, 62.

Gambino, T.W. Grass-roots development of curriculum for career education. Bureau of Occupational Research Development, Division of Vocational Education, Department of Education, State of New Jersey. Special Paper, November 1972.

Goldberg, M.H. Vocational training, career orientation, and liberal education. Liberal Education, October 1975, 61 (3), 309-318.

Goldhammer, K. Alternative Educational Futures: The Choice Before Us. A Graduate School Lecture, Ohio State University, November 16, 1971.

Goldhammer, K. The context of career education. Proceedings of the Sixth Annual National Vocational and Technical Teacher Education Seminar: Implications of Career Education for Teachers' Preparation, 1972, Columbus, Ohio: The Center for Vocational and Technical Education.

Goldhammer, K. and Taylor, R.E. Career Education: Perspective and Promise. Columbus, Ohio: Charles E. Merrill, 1972.

Grubb, W.N., and Lazerson, M. Rally 'round the workplace; discontinuities and fallacies in career education. Harvard Educational Review, 1975, 45 (4), 451-474.

Gysbers, N.C. Career education, from the proceedings of Project PRICE: Trainers Workshop, Working Paper No. 53, Donn E. Brolin, (Ed.), Columbia, Mo., University of Missouri, July 1975.

Gysbers, N.C., Drier, H. N., Jr., and Moore, E.J. Career Guidance: Practice and Perspectives. Worthington, Ohio. Charles A. Jones Publishing Co. 1973.

Gysbers, N.C. and Joslin, L.C. Preparing counselors for vocational guidance. Proceedings of the National Seminar on Vocational Guidance, University of Missouri, Columbia, August 1967.

Gysbers, N.C. and Moore, E.J. Career Guidance, Counseling and Placement: Elements of an Illustrative Program Guide. Columbia, Mo.: University of Missouri, under contract with the Bureau of Occupational and Adult Education, U.S. Office of Education, Department of Health, Education, and Welfare, 1974.

Gysbers, N.C. and Moore, E.J. Beyond career development--life career development. Personnel and Guidance Journal, 1975, 53 (9), 647-652.

Hagans, R.W. What is experience-based career education? *Illinois Career Education Journal*. Spring 1976, *33* (3), 6-10.

Hansen, L.S. Theory into practice: A practitioner looks at career guidance in the school curriculum. *Vocational Guidance Quarterly*, December 1967, 97-103.

Hansen, L.S. *Career Guidance Practices in School and Community*. Washington, D.C.: National Vocational Guidance Association, 1970.

Hansen, L.S. A model for career development through curriculum. *Personnel and Guidance Journal*, 1972a, *51* (4), 243-250.

Hansen, L.S. A career development curriculum framework for counselors to promote female growth in M.A. Guttmann(Ed.), *Women and Aces: Perspective and Issues*, a monograph developed by commission for Women, Association for Counselor Education and Supervision, 1974a

Hansen, L.S. Guidance-based models for potentially effective career education programs. In G.R. Walz, R.L. Smith and L. Benjamin (Eds.). *A Comprehensive View of Career Development*. Washington, D.C.: APGA Press, 1974b.

Hansen, L.S. Counseling for a new era. A speech presented at the annual conference of the American Personnel and Guidance Association, 1976. Chicago, Illinois: April 14, 1976a.

Hansen, L.S. *Testimony on the Elementary and Secondary Career Education Act of* 1976, before the U.S. House of Representatives, on behalf of the American Personnel and Guidance Association, 1976b.

Hansen, L.S. and Gysbers, N.C. (Eds.). *Personnel and Guidance Journal*, Special Issue: Career Development: Guidance and Education, *53* (9), May 1975.

Hansen, L.S. and Tennyson, W.W. A career management model for counselor involvement. *Personnel and Guidance Journal*, 1975, *53* (9), 638-645.

Hardwick, A.L. Career education--a model for implementation. *Business Education Forum*, May, 1971, 3-5.

Harris-Bowlsbey, J. *Structure and Technology for Facilitating Human Development Through Career Education*. Information Series No. 6, CE 005 527. DeKalb, Illinois: ERIC Clearinghouse in Career Education, 1975.

Harrison, L.R. *Career Guidance for Adults*. Palo Alto, California: American Institutes for Research, 1976.

Havighurst, R.J. *Developmental Tasks and Education*. New York: Longmans, Green, and Co., 1952.

Herr, E.L. *Review and synthesis of foundations for career education*. Columbus, Ohio: Center for Vocational and Technical Education, Ohio State University, 1972.

Herr, E.L. Unifying an entire system of education around a career development theme. Paper presented at National Conference on Exemplary Programs and Projects--1968 Amendments to the Vocational Education Act, Atlanta, Georgia, March, 1969. (ERIC Document 045 860).

Herr, E.L. Vocational Guidance and Human Development. Boston: Houghton-Mifflin, 1974.

Herr, E.L. Testimony on H.R. 3270, Career Guidance and Counseling Act of 1975, before the House of Representatives, on behalf of the Association for Counselor Education and Supervision, April 10, 1975.

Herr, E.L. The Emerging History of Career Education: A Summary View. Washington, D.C.: National Advisory Council on Career Education, 1976.

Herr, E.L. and Cramer, S.L. Conditions calling for educational reform: an analysis. (Monographs on Career Education. U.S. Department of Health Education, and Welfare). Washington, D.C.: U.S. Government Printing Office, 1975.

High, S.C., Jr. and Cook, J. Vocational Education and Its Relationship to Career Education. A working paper, Washington, D.C.: Bureau of Adult and Occupational Education, February, 1976.

Hoyt, K.B. Career Education and the Handicapped Person. Columbus, Ohio. The Center for Vocational Education. October 1973a, (ERIC Document 108431).

Hoyt, K.B. Toward a definition of career education. In J. H. Magisos (Ed.), Career Education. Third Yearbook of the American Vocational Association, Washington, D.C.: American Vocational Association, 1973b.

Hoyt, K.B. Career Education for the Gifted and Talented Student. Salt Lake City, Utah: Olympus Publishing Co., 1974.

Hoyt, K.B. Career Education: Contributions to an Evolving Concept. Salt Lake City, Utah: Olympus Publishing Co., 1975.

Hoyt, K.B. The school counselor and career education. (Monographs on Career Education, U.S. Department of Health, Education, and Welfare), Washington, D.C.: U.S. Government Printing Office, 1976.

Hoyt, K.B. In E.L. Herr (Ed.) Professional Preparation for Vocational Guidance, pp. 502-527. Vocational Guidance and Human Development. Boston: Houghton-Mifflin, 1974.

Hoyt, K.B., Evans, N.N., Mackin, E.F. and Mangum, G.L. Career Education: What It Is and How To Do It. Salt Lake City, Utah, Olympus Publishing Co., 1972.

Jesser, D.L. The concept of career education. Council of Chief State School Offices, Washington, D.C. Office of Education, (DHEW), Washington, D.C. May, 1974 (ERIC Document No. ED 096521).

Kearney, A.G. and Clayton, R.L. Career education and blacks: trick or treat? The School Counselor, November 1973, 21 (2), 102-108.

Kroll, A. Career Skills Assessment Program, a joint program of Educational Testing Service and College Entrance Examination Board. Princeton, New Jersey: Working paper, June 1976.

Kroll, A.M. Career education's impact on employability and unemployment: Expectations and realities. Vocational Guidance Quarterly, 1976, 24 (3) 209-218.

LaDuca, A. and Barnett, L.J. Career education: Program on a white horse. New York University Education Quarterly, Spring 1974, V; (3), 6-12.

Leonard, G.E. and Vriend, T.J. Update: The developmental career guidance project. Personnel and Guidance Journal, May 1975, 53 (9), 668-671.

Lewis, C. Activities and publications of the American Personnel and Guidance Association in relation to career education. Washington, D.C., APGA, 1974.

Life Career Development: A Model for Relevant Education. Developed by a group of North Carolina educators appointed by the State Department of Public Instruction, Division of Pupil Personnel Services, 1974.

Magisos, J.H. (Ed.), Career Education. Third Yearbook of the American Vocational Association, Washington, D.C.: American Vocational Association, 1973.

Mangum, G.L., Becker, J. W., Coombs, G., and Marshall, P. (Eds.). Career Education in the Academic Classroom. Salt Lake City, Utah: Olympus Publishing Co., 1975.

Marland, S.P., Jr. Meeting our enemies: Career education and the humanities. The English Journal, September 1973, 21 (2), 900-906.

Marland, S.P., Jr. Career Education: A Proposal for Reform, New York: McGraw-Hill Book Co., 1974.

Matthews, E.E. Comments in the special Career Development issue of Personnel and Guidance Journal, May 1975, p. 652.

McDaniels, C. (Ed.). Vocational aspects of counselor education. A report of a conference, Airlie House, Warrenton, Virginia, December 12-15, 1965. (ERIC Document 010 016), 1966.

McKinney, L.A., Dozier, E., Harmon, D., Lynn, J., and Meighan, J. Career Education Personnel Development. Columbus, Ohio. The Center for Vocational Education, July, 1975.

McKinnon, B.E. and Jones, G.B. Field testing a comprehensive career guidance program, K-12. Personnel and Guidance Journal, May 1975, 53 (9), 663-667.

McLaughlin, D.H. Career Education in the Public Schools 1974-75: A National Survey. A report prepared by American Institutes for Research, Career Development Research Program for the National Advisory Council on Career Education and the Office of Education. U.S. Department of Health, Education, and Welfare. Washington, D.C.: U.S. Government Printing Office, 1976.

Meyer, S. and the Career Education Task Force. Career Education: a Position Paper. Nebraska State Department of Education, 1972.

Miller, E. A Comparative Study of the Impact of Curriculum Interventions on the Career Development of High School students. Ph.D. thesis, University of Minnesota, 1974.

Mitchell, E. What about career education for girls? Educational Leadership, December 1972, pp. 233-236.

Morris, J.E. Issues in career education. The Clearing House, September 1973, 32-36.

Nash, R.J. and Agne, R.M. A case of misplaced relevance. The Journal of Teacher Education. Summer 1973, XXIV, (2), 87-92.

The National Advisory Council on Vocational Education. National Policy on Career Education, 8th report. Washington, D.C.: NACVE, September, 1974.

National Advisory Council on Vocational Education. A call for a national policy on vocational education. Washington, D.C.: A report of the NACVE, December, 1975.

National Advisory Council for Career Education. Interim Report with Recommendations for Legislation. Washington, D.C.: U.S. Government Printing Office, 1975.

National Institute of Education. Executive Summary--NIE Program Plans. Mimeo. May 26, 1976.

National Institute of Education: Forward plan for career education. Research and Development. Prepared by the Career Education Development Task Force, Washington, D.C.: National Institute of Education, Department of Health, Education and Welfare, April 1973.

National Institute of Education. Education and Work Task Force, Fiscal Year 1977 Program Plan, 1976.

National Vocational Guidance Association. Conference on Implementing Career Development Theory and Research through the Curriculum. Final Report, of the invitational conference held at Warrenton, Virginia, May 1-4, 1966.

Odgers, J.G. Follow-up study, 1966 National Seminar on Vocational Guidance, American Vocational Association and American Personnel and Guidance Association. Northern Michigan University, Marquette, September 1968.

O'Toole, J. The Reserve Army of the Underemployed. (Monographs on Career Education, U.S. Department of Health, Education, and Welfare), Washington, D.C.: U.S. Government Printing Office, 1975.

Owens, T.R., Herron, M.D., and Fehrenbacher, H.L. Curriculum definition and evaluation in employer-based career education (Dewey streaks through career education). Portland, Oregon, Northwest Regional Educational Laboratory, 1974. (ERIC Document Reproduction Service No. ED 093 969).

Pierce, W.F. Teaching is doing it. New Generation. Winter 1973, 55 (1), 1-4.

Prediger, D. and Cole, N. Sex-role socialization and employment realities: implications for vocational interest measures. Journal of Vocational Behavior, 1975, 7, 239-251.

Prediger, D., Roth, J., and Noeth, R. Career Development of Youth: a nationwide study. Personnel and Guidance Journal, 53, 2, 1974, 97-104.

Rapp, M.A. and Barber, J.E. Career Education-Plans and Programs of the States-1976. Moravia, New York: Chronicle Guidance Publications, 1976.

Rogers, D. Vocational and Career Education: A critique and some new directions. Teachers College Record, May 1973, 74, 471-511.

Sarason, S.B., Sarason, E.K. and Cowden, P. Aging and the nature of work. American Psychologist, 1975, 30, (5), 584-592.

Schlossberg, N.K. Programs for adults. Personnel and Guidance Journal, 1975, 53, (9), 681-685.

The School Counselor, November 1973, 21 (2), entire issue.

Sessions, J.A. Misdirecting career education: A union view. Vocational Guidance Quarterly, June 1975, 23, (4), 311-316.

Smith, D.K. What's a liberal education coming to? Wisconsin Ideas. A publication for University of Wisconsin system faculty, May 1976, 1 (1).

Spradley, J. Career Education in Cultural Perspective. In L. McClure and C. Buan (Eds.). Essays on Career Education. Northwest Regional Educational Laboratory under contract with USOE/NIE. Washington, D.C. U.S. Government Printing Office, 1973, (Also: ERIC Document 974 220).

Suhor, Charles. Career education and English: a matter of definition. English Education, Oct./Nov. 1973, 5 (1), 21-25.

Super, D.E. A theory of vocational development. American Psychologist, 1953, 8, 185-190.

Super, D.E. Vocational guidance: Emergent decision-making in a changing society. International Association for Educational-Vocational Guidance Bulletin, 1975, 29, 16-23.

Super, D.E. Career Education and the Meanings of Work. (Monographs on Career Education, U.S. Department of Health, Education, and Welfare), Washington, D.C.: U.S. Government Printing Office, 1976.

Tennyson, W.W., Hansen, L.S., Klaurens, M.K., and Antholz, M.B., Educating For Career Development, Pupil Personnel Services, Division of Instruction, Minnesota Department of Education, St. Paul, Minn. 1975.

Tennyson, W.W. & Klaurens, M. Suggested teaching-learning approaches for career development in the curriculum. University of Minnesota, Minneapolis, College of Education, Distributive Educators and Counselors Enrolled in a Pilot Training Project Focusing on Occupational Experience and Career Development, Summer, 1968.

Tennyson, W.W., Hansen, L.S., and Klaurens, M. Career Education Resource Guides. St. Paul, Minnesota, Department of Education, 1972.

Tennyson, W.W., Soldahl, T.A. & Mueller, C. *The Teacher's Role in Career Development*. A Minnesota Department of Education Publication, reprinted by the National Vocational Guidance Association, Washington, D.C. 1960, and revised in 1965.

A Tentative Framework for Developing Comprehensive K-12 Career Education. Texas Education Agency, Austin, Texas, April, 1972.

Tiedeman, D.V. Structuring personal integration into career education. *Personnel and Guidance Journal*, May 1975, *53* (9), 706-711.

Tiedeman, D.V. & Miller-Tiedeman, A. *Choice and Decision Processes and Careers*. Information Series No. 7, CE 005 086, De Kalb, Ill.: ERIC Clearinghouse in Career Education, 1975.

Tiedeman, D.V. & O'Hara, R.P. *Career development: Choice and Adjustment*. New York: College Entrance Examination Board, 1963.

Thoni, R.J. & Olsson, P.M. A systematic career development program in a liberal arts college. *Personnel and Guidance Journal*, May 1975, *53* (9), 672-675.

Tuckman, B. An age-graded model for career development education. *Journal of Vocational Behavior*, 1974, *4*, 193-212.

Tyler, R.W. Reconstructing the total educational environment. *Phi Delta Kappan*, September 1975, *57* (1), 12-13.

U.S. Office of Education. *An Introduction to Career Education*. A Policy Paper of the Office of Education, Department of Health, Education, and Welfare, Washington, D.C. 1974. (ERIC Document ED 097 588.)

Vetter, L. Career counseling for women. *Counseling Psychologist*, 1973, *3*, 54-64.

Walz, G. *Information analysis and targeted communication program for improving the quality and expanding the amount of occupational exploration and career planning*. Final report. Ann Arbor, Michigan: University of Michigan, 1972.

Walz, G.R. & Benjamin, L. The life career development system. In G. R. Walz, R. L. Smith & L. Benjamin (Eds.), *A Comprehensive View of Career Development*. Washington, D.C.: APGA Press, 1974.

Walz, G.R., Smith, R.L. and Benjamin, L. (Eds.). *A Comprehensive View of Career Development*. Washington, D.C.: APGA Press, 1974.

Wernick, W., Tiedeman, D.V., Eddy, J. & Bosdell, B.J. *A Career Education Primer for Educators*. Information Series No. 4, CE 004 996, De Kalb, Ill.: ERIC Clearinghouse in Career Education, 1975.

Willingham, W.W., Ferrin, R.I. & Begle, E.P. *Career Guidance in Secondary Education*. New York: College Entrance Examination Board, 1972.

Wirtz, W. *The Boundless Resource*. Washington, D.C.: The New Republic Book Co., Inc., 1975.

Supplementary Bibliography

Benson, A.M. Implementing Career Education Programs. Division of Instruction Pupil Personnel Services Section. Minnesota Department of Education, 1975.

Bess, J.L., Ensign, G.C., Van Alst, F.D., & Bratton, D.L. Is vocational education the wave of the future? Change, November 1975, pp. 46-48.

Bingham, W.C. Assessing Career Guidance Outcomes. In G.R. Walz, R.L. Smith, and L. Benjamin (Eds.), A Comprehensive View of Career Development. Washington, D.C.: APGA Press, 1974.

Borow, H. Career Guidance in America: Heritage and Promise. In Barlow, M. (Ed.) The Philosophy of Quality Vocational Education Programs Fourth Yearbook of the American Vocational Association, Washington, D.C.: The American Vocational Association, 1974.

Bottoms, G. & Sharpe, D. Career education: a broadening educational perspective. The School Counselor, 1973, 21 (2), 121-128.

Career Education in Kansas. A five year report of demonstration programs, 1970, to 1975. Kansas State Department of Education, 1975.

Career Education Mini-Conferences. The Center for Vocational Education. Prepared for the Office of Career Education, U.S. Office of Education. Washington, D.C.: U.S. Government Printing Office, 1976.

Career Education, Programs & Progress. A report on U.S. Office of Education Activities in Career Education in Fiscal Year 1972. Washington, D.C.: The Office of Career Education, U.S. Office of Education, Department of Health, Education, and Welfare, 1974.

Challenge to U.S.: 72,000 new jobs needed every week. U.S. News & World Report, June 28, 1976, pp. 20-24.

Cook, J. A Focus on the Transition from Education to Work: The Federally Administered Vocational Education Exemplary Programs and Projects, Fiscal Year, 1976. A Working paper. January 13, 1976.

Eiche, F.J., & Pappas, A.V. Jr. The Status of Career Education. Mississippi University Bureau of Educational Research. November 1974. (ERIC Document No. Ed 109 384).

Feingold, S.N. Perspectives on career guidance: an administrator's view. Peabody Journal of Education, October 1974, 52 (1), 5-13.

Finch, C.R. & Sheppard, N.A. Career education is not vocational education. Journal of Career Education, 1975, 2 (1), 37-46.

Gordon, E.W. Broadening the concept of career education. New Generation, Winter 1973, 55 (1). 23-25.

Gysbers, N.C. Career education in the states: progress, practices,and issues. Journal of Career Education, Fall 1975, 2 (2), 87-95.

Gysbers, N.C. Critical issues in Career Education. Paper presented at a conference, "New Dimensions in Career Education." Virginia Polytechnic Institute & State University, Blacksburg, Virginia. May, 1973.

Gysbers, N.C., Magnuson, C. & Moore, E.J. Career education concepts, methods and processes for pre and in-service education. Journal of Career Education, 1974, 1 (2), 25-37.

Gysbers, N.C. & Pritchard, D.H. Career Guidance, Counseling and Placement. Proceedings of the National Conference on Guidance, Counseling and Placement in Career Development and Educational-Occupational Decision Making, Under Contract with Division of Vocational and Technical Education U.S. Office of Education, Department of Health, Education, and Welfare, Washington, D.C., 1969.

Hansen, L.S. Social Aspects and Considerations of Career Education. Washington, D.C., USOE Institutes for Curriculum Personnel Development, 1972b.

Harris, J. & Tiedeman, D.V. The Computer and Guidance in the United States: Past, Present and a Possible Future. Information Series No. 2, CE 001 936. De Kalb, Illinois: ERIC Clearinghouse in Career Education, 1974.

Healy, C.C. Furthering career education through counseling. Personnel and Guidance Journal, 1974, 52 653-658.

Herr, E.L. & Swails, R.G. Theoretical and Conceptual frameworks for career education. In J.H. Magisos (Ed.), Career Education: Third Yearbook of the American Vocational Association. Washington, D.C.: American Vocational Association, 1973.

Herr, E.L., Horan, J.J., & Baker, S.B. Clarifying the counseling mystique. American Vocational Journal. April 1972, pp. 66-68, 72 ff.

Herring, D. Career Education Policy. A statement presented to the North Carolina State Board of Education, April 5, 1973.

Hoyt, K.B. Setting the record straight: a reply to Grubb and Lazerson. Remarks prepared for presentation to the National Forum on Career Education, Washington, D.C., February 9, 1976.

Kansas Action Model: A process for Career Guidance, Counseling, and Placement Programming. Kansas State Department of Education, Guidance and Pupil Personnel Services Section, 1975.

The Kansas Guide for Career Education. Kansas State Department of Education, 1975.

Kehas, G.D. Guidance and the process of schooling: curriculum and career education. The School Counselor, November 1973, 21 (2), 109-115.

Kirkman, R.E. & Robin, K.H. Career guidance broadly defined. Peabody Journal of Education, October 1974, 52 (1), 1-4.

Leonard, G.E. & Pietrofesa, J.J. Perspectives on career guidance; an educator's view. Peabody Journal of Education. October 1974, 52 (1), 26-32.

Matthews, E.E. Career education and the self concept. Journal of Career Education, 1975, 1 (4), 28-39.

McCormack, E.J., Pool, L.J. & Tiedeman, D.V. A Handbook for the Preparation of Educational Personnel in Career Education. In contract with the Illinois Office of Education, Department of Adult, Vocational and Technical Education, and Northern Illinois University, 1976.

Miller, W.C. Career education and the curriculum leader. Educational Leadership, November 1973, 31 (2) 153-155.

Mitchell, A.M. Emerging career guidance competencies. Personnel and Guidance Journal, 1975, 53 (9), 700-703.

Parnell, D. The Oregon Walkabout. Phi Delta Kappan, November 1974, pp. 205-206.

Peterson, Marla. Career curriculum for elementary education. American Vocational Journal. May 1974, 49 (5), 27, 8.

Position Statement on Career Education. Adopted by the Illinois Community College Board, November 21, 1975.

Pritchard, D.H. Career guidance from a federal vantage point. Peabody Journal of Education, October 1974, 52 (1), 18-25.

Secondary School Career Guidance--A Conceptual Framework. Educational Testing Service, Princeton, New Jersey, October, 1975.

Shane, N.G. The future as a force in educational change. Phi Delta Kappan, September 1975, 57 (1) 13-15.

Super, D.E., Starishevsky, R., Matlin, N., & Jordaan, J.P. Career Development: Self-concept Theory. New York: College Entrance Examination Board, 1963.

Synopses of Selected Career Education Programs: A National Overview of Career Education. R.L. Morgan, A.B. Moore, M.W. Shook, B. Sargent, Eds. National Center for Occupational Education, North Carolina State University, Raleigh, North Carolina, 1972.

Walz, G.R., A bill of futuristics: Life career planning and the human services. In G.R. Walz, R.L. Smith & Benjamin (Eds.), A Comprehensive View of Career Development, Washington, D.C.: APGA Press, 1974.

Warnath, C.F. Vocational theories: direction to nowhere. Personnel and Guidance Journal. 1975, 53, 422-428.